ISSA 6304 - The Practice of U.S. Intelligence and National Security

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 at the end of this document.
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. [https://www.angelo.edu/current-students/student-handbook/]
* You have read, understood, and will comply with computer and software requirements as specified with Browser Test. [https://angelo.blackboard.com/webapps/dur-browserCheck-BB5fb6991aeccdc/module/testBrowser.jsp?tabUrl=/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_1_1&tabId=_15_1&forwardUrl=index.jsp]
* You have familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide [http://blackboard.angelo.edu/bbcswebdav/institution/LFA/CSS/General%20Info/student%20guide.pdf] or CSS Student Orientation Course [http://blackboard.angelo.edu/webapps/blackboard/execute/courseMain?course_id=_20086_1].

ISSA 6304 - The Practice of U.S. Intelligence and National Security

Course Description/Overview

ISSA 6304 will review in detail the interaction between the United States Intelligence Community (USIC) and the national-security process as formulated and implemented by policymakers and their advisors. The course includes several case studies. Other classes you have taken explored the USIC structure and successes and failures as well as how the USIC interacts with the rest of the government to advise policy makers, specifically in the national security arena. This course requires that you have a solid understanding of the USIC and national security apparatus, and that you can put this to work in order to develop a deeper and more nuanced understanding.

"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

ISSA 6304 will consist of two major blocks of instruction. The first will review and analyze the structure of the national security system and its major participants as well as their roles. The second half of the course will review US national-security successes and failures with an emphasis on policymaker-intelligence engagements. Students will examine this dynamic through case studies and then deliver their own analysis and recommendations regarding these crucial events in US history.

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. ISSA 6304 is meant to be highly interactive and open to divergent reasoning and analysis, taking into account the course material and the backgrounds and experiences of the instructor

and students. Current events could, and will, shape the weekly discussions.

Course Objectives/Learning Outcomes
Objectives: ISSA 6304 is designed to encourage critical thinking, effective written communication, and promote analytical discussions among the students using different sources of material provided in various formats. The role of the IC in shaping policy decisions 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. Shifting international alliances, economic turmoil, and the still-relevant threat of terrorism and conventional warfare further complicate the formation and implementation of effective national security policy. 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 sound 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 IC. At the end of this course, students will be able to:

Debate the ambiguity of the term "national security" and provide recommendations to clarify the definition, taking into account the myriad threats confronting the nation and the multitude of parties that play critical roles in addressing and mitigating those threats.
Describe 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.
Describe the President's role in establishing national-security structure and processes, and provide examples of where it was and was not effective.
Analyze how the US government uses the IC to help form, shape, and influence national security--or fails to do so.
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.

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

Describe the US national security structure and each agency's role within that structure.
Analyze the US Intelligence Communities contributions to the national security mission using the case studies provided.
Apply requisite research skills to explain emerging national security crises and articulate potential US strategy and policy responses.
Identify successes and failures in US national security policy history
Develop recommended courses of action which may have prevented policy and intelligence failures.
Explain how the US national security structure has evolved over the years in response to different threats, actors, and administrations.

Course Textbooks:
Michael J. Meese, Suzanne C. Nielsen, and Rachel M. Sondheimer. American National Security. (Baltimore: Johns Hopkins University Press, 2018).
Weitz, Richard. Project on National Security, Forging a New Shield. Washington, D.C.: Government Printing Office. 2008. Pages 21-48, 136-186, 198-207. https://apps.dtic.mil/sti/pdfs/ADA491826.pdf

Other Resources

Porter Henderson Library, Angelo State University. Guide to Library Services for Distance Learning - Graduate Students. Accessed 29 December 2021. http://www.angelo.edu/services/library/Guide_to_Library_Services/guides.php?patron=Distance%20Learning%20-%20Graduate%20Students [link]

Porter Henderson Library (http://www.angelo.edu/services/library) [link]
Google Scholar (https://scholar.google.com/) [link]

Visual Understanding Environment (VUE) - https://vue.tufts.edu/
VUE User Guide - https://wikis.uit.tufts.edu/confluence/display/VUEUserGuide/ENGLISH+USER+GUIDE
VUE on YouTube - https://www.youtube.com/channel/UCWNzzEwqJpY721AtZp2FAEA
XMind - https://www.xmind.net/download/xmind8/
XMind 8 Tutorial - https://youtu.be/RLy6GLjsDVM
Miro - Mindmapping - https://miro.com/mind-map/
How to use Miro - Simple Miro Tutorial (2021) - https://youtu.be/mtoF7ZOtS58
Zotero - https://www.zotero.org/support/
Zotero Research Guide - https://research.library.gsu.edu/c.php?g=115275
Zotero Video Tutorials - https://www.zotero.org/support/screencast_tutorials

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: 35%. 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: 25%. 6 - 8 page essay. Due Monday at the beginning of Lesson 5, not later than 08:00 am Central Time. This is 18 April. See Lesson 4 for detailed instructions. See Writing Assignment Rubric (above) for grading details.
Final Essay: 40%. 12 - 15 page essay. Due Thursday of Lesson 8 (12 May), not later than 08:00 am Central Time. See Lesson 8 for detailed instructions. See Writing Assignment Rubric (above) for grading details.

Course Organization:
Block One:
Lesson 1:National Security and the Role of the Executive Branch
Lesson one includes the Icebreaker with the instructor and students introducing themselves and explaining their backgrounds and experiences. The Icebreaker also includes the obligatory pet-tax of photos of cute pets, if you known your internet discussion boards. Lesson one introduces the students to the foundations of national security, including definitions, structures, and Executive Branch responsibilities.

Required Readings:
Heffington, Steven, Older, Adam, and David Tretler. "A National Security Strategy Primer." Washington, D.C.: National Defense University, 2019. https://nwc.ndu.edu/
Meese, Michael J., Nielsen, Suzanne C. and Rachel M. Sondheimer. American National Security. (Baltimore: Johns Hopkins University Press, 2018). Ch 1-4.
Security 2040: Perils and Promise Over the Near Horizon. Santa Monica, CA: RAND Corporation, 2018. https://www.rand.org/pubs/corporate_pubs/CP897.html.
Weitz, Richard. Project on National Security, Forging a New Shield. Washington, D.C.: Government Printing Office. 2008. Pages 21-48, 136-186, 198-207. https://apps.dtic.mil/sti/pdfs/ADA491826.pdf
Whittaker, Alan G., Brown, Shannon A., Smith, Frederick C. and Ambassador Elizabeth McKune, The National Security Process: The National Security Council and Interagency System, August 15, 2011. Washington, D.C.: Industrial College of the Armed Forces, National Defense University, U.S. Department of Defense. https://angelo.blackboard.com/bbcswebdav/institution/LFA/CSS/Course%20Material/IS SA6304/Readings/national-security-policy-process-2011.pdf

Lesson 2: National Security and the Role of the Legislative Branch
Lesson two reviews Congress's role in national security. While the President and the Executive Branch are the major drivers of national security policy and execution, Congress does have a powerful legislative and oversight role. However, many scholars and observers claim Congress has relinquished this role and has unnecessarily (and some say dangerously) ceded its responsibilities to the Executive Branch. This lesson reviews the Congressional roles and will provide historical examples for review. Students will have the opportunity to analyze these case studies and provide informed opinions citing scholarly research.

Required Readings:
DeVine, Michael E. "Congressional Oversight of Intelligence:Background and

Selected Options for Further Reform." Washington, D.C.: Congressional Research Service. 04 December 2018. https://crsreports.congress.gov/product/pdf/R/R45421

   DeVine, Michael E. "Covert Action and Clandestine Activities ofthe Intelligence Community: Framework for Congressional Oversight In Brief." Washington, D.C.: Congressional Research Service. 09 August 2019. https://crsreports.congress.gov/product/pdf/R/R45196

   DeVine, Michael E. "Covert Action and Clandestine Activities of the Intelligence Community: Selected Definitions in Brief." Washington, D.C.: Congressional Research Service. 14 June 2019. https://crsreports.congress.gov/product/pdf/R/R45175

   Garvey, Todd. "Congressional Oversight and Investigations." Washington, D.C.: Congressional Research Service. 01 December 2014. https://crsreports.congress.gov/product/pdf/IF/IF10015

   King, Kay. Congress and National Security. No. 58. Council on Foreign Relations, 2010. [https://cfr.org/sites/default/files/pdf/2010/11/Congress_CSR58.pdf]

   Oleszek, Walter J. "Congressional Oversight: An Overview." Washington, D.C.: Congressional Research Service. 22 February 2010. https://crsreports.congress.gov/product/pdf/R/R41079

   Meese, Michael J., Nielsen, Suzanne C. and Rachel M. Sondheimer. American National Security. (Baltimore: Johns Hopkins University Press, 2018). Chapter 5

   Rosenbach, Eric and Aki Peritz. Congressional Oversight of the Intelligence Community. Confrontation or Collaboration? Congress and the Intelligence Community, Belfer Center for Science and International Affairs, Harvard Kennedy School, July 2009. [https://www.belfercenter.org/publication/confrontation-or-collaboration-congress-and-intelligence-community]

   Lesson 3: The Intelligence Community and the Dangers of Failure
   Lesson three highlights an interesting contributor to the national security process, the US Intelligence Community (USIC or, sometimes, just IC). Other courses and lessons delve into the makeup and processes of the IC. This lesson will review how the IC contributes to national security policy-making and will review case studies to help the student gain a better understanding and appreciation of the challenges, limitations, and successes intelligence professionals experience every day.

   Required Readings:
   "Processes for Assessing the Efficacy and Value of Intelligence Programs." Washington, D.C.: Office of the Director of National Intelligence. 08 February 2016. https://www.intelligence.gov/assets/documents/702%20Documents/oversight/Processes _for_Assessing_the_Efficacy_and_Value_of_Intelligence_Programs.pdf

   Best Jr, Richard A. "Intelligence Estimates: How Useful to Congress?." (2006). Available at http://www.fas.org/sgp/crs/intel/RL33733.pdf

   Betts, Richard K. "Analysis, war, and decision: Why intelligence failures are inevitable." World Politics 31, no. 01 (1978): 61-89. Available at http://www.jstor.org.easydb.angelo.edu/stable/pdfplus/2009967.pdf?acceptTC=true&j pdConfirm=true

   Clapper, J. "Analytic Standards," Intelligence Community Directive 203. Washington, D.C.: Office of the Director of National Intelligence. 02 January 2015. https://fas.org/irp/dni/icd/icd-203.pdf

   Clapper, J. "Maximizing the Utility of Analytic Products," Intelligence Community Directive 208. Washington, D.C.: Office of the Director of National Intelligence. 09 January 2017. https://fas.org/irp/dni/icd/icd-208.pdf

   Friedman, Jeffrey A., and Richard Zeckhauser. 2012. Assessing Uncertainty in Intelligence. HKS Faculty Research Working Paper Series RWP12-027, John F. Kennedy School of Government, Harvard University. [https://scholar.harvard.edu/files/rzeckhauser/files/assessing_uncertainty_in_int elligence.pdf]

Kerr, Richard, Thomas Wolfe, Rebecca Donegan, and Aris Pappas. "Issues for the US Intelligence Community." Studies in Intelligence 49, no. 3 (2005): 47-54. Available at https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol49no3/html_files/Collection_Analysis_Iraq_5.htm
    Link broken [https://www.youtube.com/watch?v=dQw4w9WgXcQ].
    McConnell, John M. "National Intelligence Council," Intelligence Community Directive 207. Washington, D.C.: Office of the Director of National Intelligence. 09 January 2008. https://www.dni.gov/files/documents/ICD/ICD_207.pdf
    Meese, Michael J. American National Security. Baltimore: Johns Hopkins University Press, 2018. Read Chapter 7. Review Chapter 3 & 4.
    Ratcliff, John "National Intelligence Priorities Framework," Intelligence Community Directive 204. Washington, D.C.: Office of the Director of National Intelligence. 01 January 2021. https://www.dni.gov/index.php/who-we-are/organizations/policy-capabilities/ps/ps-related-menus/ps-related-links/policy-division/intelligence-community-directives

Lesson 4: Intelligence Community and the Need for Change
    Lesson four involves reviewing what normally gets short shrift in government and media circles — IC successes. The objective of this week's lesson is to have the students objectively analyze operational and strategic operations that benefited from IC collection and analysis. There are numerous tactical successes directly aided by IC actions; however, the intent is to view IC operations from a more macro perspective, at the level of policy and military strategy.

    Required Readings:
    Arabia, Christina L. "The Collapse of the Afghan National Defense and Security Forces: Implications for U.S.Security Assistance and Cooperation." Washington D.C.: Congressional Research Service. 23 August 2021. https://crsreports.congress.gov/product/pdf/IN/IN11728
    Best, Richard A. Intelligence Reform After Five Years: The Role of the Director of National Intelligence. DIANE Publishing, 2010. Available at http://www.fas.org/sgp/crs/intel/R41295.pdf
    Linnemann, Travis, and Corina Medley. 2019. "Black Sites, 'Dark Sides': War Power, Police Power, and the Violence of the (Un)Known." Crime, Media, Culture 15 (2): 341. [http://search.ebscohost.com.easydb.angelo.edu/login.aspx?direct=true&db=edb&AN=138125269&site=eds-live]
    Miller, Laurel. "Afghanistan 2001-2021: U.S. Policy Lessons Learned." Washington D.C.: International Crisis Group. 17 November 2021. https://www.crisisgroup.org/asia/south-asia/afghanistan/afghanistan-2001-2021-us-policy-lessons-learned
    U.S. Embassy (Kabul), Cable 003863, Subject: Afghanistan Where We Stand and What We Need, August 29, 2006. https://nsarchive.gwu.edu/document/24559-u-s-embassy-kabul-cable-003863-subject-afghanistan-where-we-stand-and-what-we-need
    Zenk, Micah. "The Coronavirus Is the Worst Intelligence Failure in U.S. History." Foreign Policy. 25 March 2020. https://foreignpolicy.com/2020/03/25/coronavirus-worst-intelligence-failure-us-history-covid-19/

    Block Two:
    Lesson 5: Energy and National Security
    Lesson five covers the fundamental changes brought on by the continuing exploitation of massive American oil and natural-gas finds. While these kinds of events have significant national-security implications even without their incorporation into a clear national strategy, your job is to determine how policymakers can capitalize on this long-term energy advantage to achieve US objectives abroad. Based on available open-source information (intelligence)

discussing the potential strategic implications of this recent development, you will discuss how an energy-exporting and perhaps even an energy-independent United States can use these advantages to bring about changes in line with stated national-security objectives.

Required Readings:

The Brookings Institution, "Energy and Security: Strategies for a World in Transition," February 5, 2014 [https://www.brookings.edu/events/a-discussion-with-the-experts-of-energy-and-security-strategies-for-a-world-in-transition/]
The Brookings Institution, "Fueling a New Order? The New Geopolitical and Security Consequences of Energy" March 2014, [https://www.brookings.edu/research/fueling-a-new-order-the-new-geopolitical-and-security-consequences-of-energy/]
Bowen, Andrew S. "Russia: Foreign Policy and U.S. Relations." Washington D.C.: Congressional Research Service. 15 April 2021. https://crsreports.congress.gov/product/pdf/R/R46761
Brown, Phillip. "Oil Market Effects from U.S. Economic Sanctions: Iran, Russia, Venezuela." Washington D.C.: Congressional Research Service. February 5, 2020. https://crsreports.congress.gov/product/pdf/R/R46213
Council on Foreign Relations, Video, "Fracking Revolution Transforming the Global Energy Landscape: The Strategic Consequences of the U.S. Energy Boom" [https://www.cfr.org/event/fracking-revolution-transforming-global-energy-landscape-0]
C-Span Video, The Wilson Center, "Russia, Ukraine, and Energy Policy," July 1, 2014, http://www.c-span.org/video/?320248-1/russia-ukraine-energy-security
Diaz, Melissa N. "U.S. Energy in the 21st Century: A Primer." Washington D.C.: Congressional Research Service. 16 March 2021. https://crsreports.congress.gov/product/pdf/R/R46723
Ratner, Michael. "European Energy Security: Options for EU Natural Gas Diversification." Washington D.C.: Congressional Research Service. February 26, 2020. https://crsreports.congress.gov/product/pdf/R/R42405
World Policy Blog, Cristobal Vasquez, "Venezuela's Future Hangs in the Balance," December 16, 2014, [https://worldpolicy.org/2014/12/16/venezuelas-future-hangs-in-the-balance/]

Lesson 6: The "War on Drugs": Is it Really a National Security Issue?
Lesson six covers the seemingly never-ending controversy over the illicit narcotics policy within the United States. While rarely seen in open press coverage, the U.S. plays a prominent and influential role in the establishment of policy and legislation in other countries and provides significant detection and monitoring intelligence and assets to assist in the interdiction of illicit narcotics worldwide. So, while it may seem quite simple to legalize (or decriminalize) certain drugs within the U.S., any national-level policy or legislative decision would have far-reaching impacts worldwide. While the US debated policy rebates policies regarding supply vs demand, countries like Mexico and others in Central and South America face hard conflicts with cartels and other transnational criminal organizations. The intent of this lesson is to expand student thinking and analysis toward current policy and, if warranted, recommend new policy and enforcement measures as they relate to national security.

"The Biden-Harris Administration's Statement of Drug Policy Priorities for Year One." Washington, D.C.: Office of National Drug Control Policy. 01 April 2021. https://www.whitehouse.gov/wp-content/uploads/2021/03/BidenHarris-Statement-of-Drug-Policy-Priorities-April-1.pdf
Alpert, Abby, Evans, William N., Lieber, Ethan M.J., and David Powell."Origins of the Opioid Crisis and Its Enduring Impacts." Santa Monica, CA: RAND

Corporation, 2021. https://www.rand.org/pubs/external_publications/EP68741.html

Beittel, June S. "Mexican Drug Trafficking and Cartel Operations amid COVID-19." Washington D.C.: Congressional Research Service. October 14, 2021. https://crsreports.congress.gov/product/pdf/IN/IN11535

Beittel, June S. "Mexico: Organized Crime and Drug Trafficking Organizations." Washington D.C.: Congressional Research Service. July 28, 2020. https://crsreports.congress.gov/product/pdf/R/R41576

Bjelopera, Jerome P. "Domestic Federal Law Enforcement Coordination: Through the Lens of the Southwest Border." Washington D.C.: Congressional Research Service. June 3, 2014. https://crsreports.congress.gov/product/pdf/R/R43583

Brown, Ryan Andrew, Rajeev Ramchand, and Todd C. Helmus, What Prevention and Treatment of Substance Dependence Can Tell Us About Addressing Violent Extremism. Santa Monica, CA: RAND Corporation, 2022. https://www.rand.org/pubs/perspectives/PEA1071-1.html.Carroll, James W. "National Drug Control Strategy: A Report by the Office of National Drug Control Policy." Washington, D.C.: Office of National Drug Control Policy. February, 2020. https://trumpwhitehouse.archives.gov/wp-content/uploads/2020/02/2020-NDCS.pdf

Office of National Drug Control Policy. "White House Announces Actions to Crack Down on Trafficking of Fentanyl and Synthetic Opioids and Better Position Private Sector to Protect the Homeland." Aug 21, 2019 [https://www.whitehouse.gov/briefings-statements/white-house-announces-actions-crack-trafficking-fentanyl-synthetic-opioids-better-position-private-sector-protect-homeland/]

Rosen, Liana W. "Trends in Mexican Opioid Trafficking and Implications forU.S.-Mexico Security Cooperation." Washington D.C.: Congressional Research Service. 16 April 2020. https://crsreports.congress.gov/product/pdf/IF/IF10400

Zedillo, E., and Wheeler, H. (eds), Rethinking the "War on Drugs" Through the US-Mexico Prism," Yale Center for the Study of Globalization,2012. [https://web.archive.org/web/20140125020806/http://www.ycsg.yale.edu/center/forms/rethinking-war-on-drugs.pdf]

Lesson 7: The Threat of terrorism
The United States has spent the two decades post-9/11 involved in the Global War on Terror, and preparing for another 9/11-type mass-casualty attack directed against America that simply did not happen. But the U.S. has faced threats from the attacks by terrorists during this period, and remains involved in counter-terrorism and counter-insurgency operations today.

"Enhanced Safeguards Decision Matrix." Washington, D.C.: National Counterterrorism Center. October 2018. https://www.dni.gov/index.php/nctc-newsroom/nctc-transparency/item/1721-enhanced-safeguards-decision-matrix

"Homegrown Violent Extremist Mobilization Indicators 2019." Washington, D.C.: National Counterterrorism Center. 2019. https://www.dni.gov/files/NCTC/documents/news_documents/NCTC-FBI-DHS-HVE-Mobilization-Indicators-Booklet-2019.pdf

"National Strategy for Counterterrorism." Washington, D.C.: National Counterterrorism Center. October 2018. https://www.dni.gov/index.php/nctc-features/2622-white-house-releases-national-strategy-for-counterterrorism

"Strategic Intelligence Assessment and Data on Domestic Terrorism." Washington D.C.: Federal Bureau of Investigation & Department of Homeland Security, 14 May 2021. https://www.dni.gov/index.php/nctc-newsroom/item/2216-fbi-dhs-strategic-intelligence-assessment-and-data-on-domestic-terrorism

Jenkins, Brian M. "Preliminary Thoughts on the Role of Insiders in Attacks on Transportation Targets." San Jose, CA: Mineta Transportation Institute. 31 May 2016. https://transweb.sjsu.edu/research/Preliminary-Thoughts-Role-Insiders-Attacks-Transportation-Targets

Jenkins, Brian M. and Bruce R. Butterworth. "Frequency and Lethality of Attacks on Surface Transportation Systems of Developed Countries, by Time of Day" San Jose, CA: Mineta Transportation Institute. June 2021.

https://transweb.sjsu.edu/SP0521-Attacks-Surface-Transportation-Time-of-Day
   Jenkins, Brian M. and Bruce R. Butterworth. "Train Wrecks and Track Attacks:
An Analysis of Attempts by Terrorists and Other Extremists to Derail Trains or
Disrupt Rail Transportation." San Jose, CA: Mineta Transportation Institute. July
2018. https://transweb.sjsu.edu/research/1794-Train-Wreck-Train-Attacks
   McNeil, Triana. "Countering Violent Extremism: DHS Can Further Enhance Its
Strategic Planning and Data Governance Efforts." Washington, D.C.: General
Accounting Office. 20 July 2021. https://www.gao.gov/products/gao-21-507
   TRADOC G2, U.S. Army, Handbook No. 1.01, Terror Operations: Case Studies in
Terrorism, July 25, 2007 [https://fas.org/irp/threat/terrorism/sup1.pdf]

   Lesson 8: International Influences on National Security Policy
   Lesson eight is the culmination of ISSA 6304 and provides the student the
opportunity to propose recommendations to current U.S. strategies and policies.
This course offered a broad spectrum of national security issues to provide
students with an understanding of the potential scope of senior advisors and
intelligence professionals and how these leaders must be prepared to develop
comprehensive and coordinated strategies to protect U.S. interests. While the
final assignment deals with several possible policies, it is not necessary for
the student to be an expert on these matters since the focus of the assignment is
to determine the student's understanding of the national security and IC
structures and how policy options are formulated.

   Required Readings:

   Burkey, John P. 2009. "The National Security Advisor and Staff: Transition
Challenges." Presidential Studies Quarterly 39 (2): 283-321. https://search-
ebscohost-
com.easydb.angelo.edu/login.aspx?direct=true&db=edsjsr&AN=edsjsr.41427361&site=ed
s-live&scope=site.
   DeVine, Michael V. "The Director of National Intelligence (DNI)." Washington,
D.C.: Congressional Research Service. 07 June 2021.
https://crsreports.congress.gov/product/pdf/IF/IF10470
   Dueck, Colin. "The Role of the National Security Advisor and the 2006 Iraq
Strategy Review," Orbis, Volume 58, Issue 1, 2014, Pages 15-38, ISSN 0030-4387,
https://doi.org/10.1016/j.orbis.2013.11.007.
https://easydb.angelo.edu/login?url=https://search.ebscohost.com/login.aspx?direc
t=true&db=edselp&AN=S0030438713000768&site=eds-live&scope=site
   McInnis, Kathleen J, and John W. Rollin. "The National Security
Council:Background and Issues for Congress." Washington, D.C.: Congressional
Research Service. June 3, 2021
https://crsreports.congress.gov/product/pdf/R/R44828
   Miller, Paul D. "Lessons for Intelligence Support to Policymaking During
Crises." Santa Monica, CA: RAND. 01 June 2010.
https://www.cia.gov/static/00036a44c24ea4cd3946901cb7066830/Lessons-for-Intel-
Support.pdf

   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.

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

   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 Miller, J.D. You may submit reports in the following
manner:

   Online: 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: angelo.edu/title-ix.

General University Policies
All students are required to follow the policies and procedures presented in these documents:

Angelo State University Student Handbook: https://www.angelo.edu/current-students/student-handbook/
Angelo State University Catalog: https://www.angelo.edu/academics/catalog/

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 (https://www.angelo.edu/live/files/14197-op-1011-grading-procedures) for more information.

Student Absence for Observance of Religions Holy Days
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 (https://www.angelo.edu/live/files/14206-op-1019-student-absence-for-observance-of) for more information.

Student Conduct 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.

The College of Graduate Studies and Research adheres to the Statement of Academic Integrity (https://www.angelo.edu/current-students/student-handbook/)

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy (https://www.angelo.edu/current-students/student-handbook/) 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. (https://www.angelo.edu/current-students/writing-center/academic_honesty.php)