


Course Syllabus and Policy Requirement Statement

By checking the "Mark Reviewed", you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarize yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#)  or [CSS Student Orientation Course](#).

INA 3301 Context, Culture, and Intelligence: The International Dimension

Course Description/Overview

The intelligence profession is particularly complex because it focuses by definition on foreign threats. Unfortunately for intelligence analysts, this requires that they understand not just other cultures and how their norms and values affect their approach to resolving policy issues or conflicts, but also how historical and other kinds of contextual factors influence how they might respond to American engagement and pressure in a given situation. This course gets at the heart of these complexities through the use of historical case studies and a careful focus on the ways in which context and culture drive the intelligence analysis process and make it a very complex and uncertain endeavor.

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

Course Format:

ISSA 3301 consists of three major blocks of instruction. The first reviews and analyzes the environment in which intelligence analysts work, including an examination of the structure and function of the U.S Intelligence Community, as well as the nature and impact of various cognitive strategies and biases. The second dives deeper by exploring the invaluable role that understanding perspective-plays in good intelligence analysis. The third unit combines lessons learned from the previous two by examining several case studies in which an application of the principles of cultural and contextual understanding and thoughtful intuition (or lack thereof) yielded significant results in terms of international relations.

The readings consist of a series of journal articles, news reporting, academic studies, government documents, and other materials, combined with lectures. This course, by its nature, is meant to be highly interactive and open to divergent reasoning, analysis, and

plain differences of opinion. All (well-reasoned and well-informed) ideas are welcome here. However, bring your A-Game to our discussions. Like good analysis, your views should be shaped by all available information from class, the outside world, logic, current events, and the all-important gut.

Online Intel Resources

Recommended Readings

1. Carl von Clausewitz, *On War*, <http://www.clausewitz.com/readings/OnWar1873/TOC.htm>
2. National Commission on Terrorist Attacks Upon the United States, *The 9/11 Commission Report* (Full Text), <http://govinfo.library.unt.edu/911/report/911Report.pdf>
3. Richard Paul and Linda Elder, *The Thinker's Guide to Intellectual Standards* (Kindle Edition), http://www.amazon.com/Thinkers-Guide-Intellectual-Standards-ebook/dp/B005XCYZ38/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1330970109&sr=1-1
4. *The Evolution of the U.S. Intelligence Community, An Historical Overview*, <http://www.fas.org/irp/offdocs/int022.html>
5. *Counterinsurgency Field Manual*, <http://www.fas.org/irp/doddir/army/fm3-24.pdf>
6. Raymond Cohen, *Negotiating Across Cultures* (Kindle Edition), http://www.amazon.com/Negotiating-Across-Cultures-ebook/dp/B006UMK7RI/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1370970604&sr=1-1&keywords=raymond+cohen
7. Psychology of Intelligence Analysis: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf>

Interesting Easy Reads

1. Robert Greene, *The 33 Strategies of War* (Kindle Edition), http://www.amazon.com/Strategies-Joost-Elffers-Books-ebook/dp/B000W9149K/ref=sr_1_5?s=digital-text&ie=UTF8&qid=1368799426&sr=1-5&keywords=robert+greene
2. Robert Greene, *The 48 Laws of Power* (Kindle Edition), http://www.amazon.com/Laws-Power-Book-Summary-ebook/dp/B009375KCY/ref=sr_1_14?s=digital-text&ie=UTF8&qid=1368799426&sr=1-14&keywords=robert+greene

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/>
8. The Director of National Intelligence: <http://www.dni.gov/index.php>
9. Free Access to Congressional Service Reports: <https://openocrs.com/>

Course Objectives/Learning Outcome

Objectives:ISSA 3301 is designed to encourage critical thinking and promote vigorous analytical discussions, prompted by materials provided in various multimedia formats. At the end of this course, students will be able to:

- Understand how U.S. culture, worldviews, and mindsets impact our intelligence analysis and policy strategy decision making.
- Understand, describe, and critique how the structure and function of the U.S. Intelligence Community shapes the analysis it produces.
- Understand how a foreign counterpart or adversary's culture, worldview, and mindsets impact their intelligence analysis and policy strategy decision making.
- Analyze how Blue/Red (friendly/adversary) thinking shapes international engagement or conflict.
- Apply course instruction, research, logic, evidence, intuition, and personal experiences to identify and critically consider various contextual factors which are relevant to a given analytical question.

Learning

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

1. Intelligently describe and discuss the role the U.S Intelligence Community plays, both directly and indirectly, in shaping the intelligence used in policy and strategy formulation.
2. Develop an appropriately sophisticated understanding of how American culture, as viewed from the outside, impacts how the foreign other may respond to U.S. overtures.
3. Conduct analysis of both self and other to discern relevant cultural and contextual factors affecting a particular international engagement opportunity.
4. Critically analyze how cultural and contextual understanding impacted a particular outcome.

Grading Policies/Assessment of Learning

A Note on Grades: As in most professional environments, including the Intelligence Community, coordination, cooperation, and communication are vitally important for your success in this class. Therefore, meaningful, regular, and timely contributions to our discussion forums are a must for your understanding of course material and to earn a good grade in class. A minimum of three substantive postings are required each week (one major posting and two robust responses to other student's postings), though more are of course welcome, encouraged, and in fact crucial to the success of the course and to maximizing your learning. Your first posting will be a Primary Posting responding to the question, activity, or prompt I have posted for the week. It should be approximately 150 words in length. Your other two postings will be responses to another student's Primary Posting. In these you should do more than write "good work, I like what you have done here..." You should offer something to provoke thought and stimulate discussion (our discussion forums simulate class participation and should be regarded as an active endeavor).

Additionally, strong writing and critical thinking skills are required to earn a high grade (as they are for success in most all of life). All writings should be based on comprehensive research with appropriate citations, organized logically, and containing thoughtful arguments that incorporate relevant concepts and theories, leading to sound conclusions. Please do your due diligence. Proof read once, and then again, and ensure that the presentation of all written work is not only grammatically and logically sound, but also visually accessible. Grades will be determined as follows:

Assignment	Percent of Grade	Due
Participation in the Discussion Board	35%	Weeks 1 - 3 and 5 - 7.
Midterm Essay	25%	Thursday before 11:59 PM Week 4 5 - 7 pages in length
Final Essay	40%	Wednesday before 11:59 PM Week 8 12 - 15 pages in length

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](#) 

Our policy on late work is as follows:

- Don't be late. In the professional world, late is often *too late*. 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.
- Primary posts are due by 11:59PM CST on Thursdays, and response postings are due by 11:59 PM CST on Sundays, after which time no participation is possible.
- Midterms submitted late will be penalized by 10% for each day they are late. Because of the short time period between the end of our semester and the time at which final grades are due.
- There is no late policy for the Final exam (except in the gravest of situations, about which you have informed me prior to the deadline).

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/Learning Outcomes/and Required Readings:

Lesson 1: Know Thy Self Part I

- *Assignment:* Week 1 Discussion Participation
- *Readings:* Richards J. Heuer, Jr., *Psychology of Intelligence Analysis*, <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf>

Lesson 2: Know Thy Self Part II

- *Assignment:* Week 2 Discussion Participation

- Readings: Dr. Rob Johnston, *Analytic Culture in the Intelligence Community: An Ethnographic Study*, http://www.au.af.mil/au/awc/awcgate/cia/analytic_culture.pdf; National Commission on Terrorist Attacks Upon the United States, *The 9/11 Commission Report, Executive Summary*, http://govinfo.library.unt.edu/911/report/911Report_Exec.pdf; National Security Preparedness Group, *The Tenth Anniversary Report Card The Status of the Recommendations of the 9/11 Commission report*, <http://bipartisanpolicy.org/sites/default/files/CommissionRecommendations.pdf>

Lesson 3: Know Thy Enemy

- Assignment: Week 3 Discussion Participation; Watch 13 Days, <http://youtu.be/tho5ZYLiuc>
- Readings:
 - David Rhode, *Army Enlists Anthropology in War Zones*, <http://www.nytimes.com/2007/10/05/world/asia/05afghan.html?pagewanted=all&r=0>
 - Scott Atran, Robert Axelrod, and Richard Davis, *Sacred Barriers to Conflict Resolution*, http://sitemaker.umich.edu/satran/files/atran_et_al_science_mag_240807.pdf
 - Montgomery McFate and Steve Fondacaro, *Reflections on the Human Terrain System During the First Four Years*, http://relooney.fatcow.com/GP3200/Prisim_16.pdf
 - Raymond Cohen, *Negotiating Across Cultures: Communication Obstacles in International Diplomacy* (book summary), <http://www.colorado.edu/conflict/peace/example/cohe7517.htm>
 - Aman Garcha, *Diplomatic Culture or Cultural Diplomacy: The role for culture in international negotiation?*, http://www.culturaldiplomacy.org/content/pdf/icd_diplomatic_culture_of_cultural_diplomacy.pdf

Lesson 4: Assignment: Midterm Essay

- Here is your mission, should you choose to accept it:
 - Your midterm assignment consists of a 5-7 page paper (excluding title page and references) which will be a historical review of any success or failure (pick one, defend your choice, and stick to your guns) in U.S. policy that resulted from our understanding (or lack thereof) of ourselves and our adversaries.
 - What went right/wrong? Describe the relevant features of your case study regarding the materials discussed in class so far.
 - Your paper must be clear, articulate, and contain a critical argument.
 - It must be written in proper English, include correct adherence to the Chicago Manual (<https://owl.english.purdue.edu/owl/resource/717/01/>), and contain at least three appropriate sources in addition to those presented in class.
 - It must be submitted via Blackboard before 11:59 PM Thursday of Week 4. Good luck and Godspeed!

Lesson 5: How'd We Do?: Case Study 1/Prolonged Conflict in Afghanistan

- Assignment: Week 5 Discussion Participation
- Readings:
 - Dr. Jeffrey Bordin, *A Crisis of Trust and Cultural Incompatibility*, <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB370/docs/Document%2011.pdf>
 - MG Michael Flynn, et al., *Fixing Intel: A Blueprint for Making Intel Relevant In Afghanistan*, http://www.cnas.org/files/documents/publications/AfghanIntel_Flynn_Jan2010_code507_voices.pdf
 - Center for Army Lessons Learned, *Afghan Cultural Awareness*  ,
 - Excerpts from "Brochure for Understanding Culture of Coalition Forces", <http://www.rferl.mobi/a/24707518/full.html>

- Matthew Rosenberg, *Afghanistan's Soldiers Step Up Killings of Allied Forces*, <http://www.nytimes.com/2012/01/20/world/asia/afghan-soldiers-step-up-killings-of-allied-forces.html? r=0>
- Nate Rawlings, *Cultural Misunderstanding*, <http://nation.time.com/2012/10/03/cultural-misunderstanding/>

Lesson 6:How'd We Do?: Case Study 2/Reconstruction and Training in Iraq

- *Assignment:*
 - Week 6 Discussion Participation
 - Watch *Culture as a Tool of War* (all 8 segments), <http://www.mei.edu/node/582?v=0>
 - Watch two depictions of U.S. soldiers training Iraqis, <http://www.youtube.com/watch?v=vx57Bo9l--8>; <http://www.youtube.com/watch?v=dCxRu7Ddekq>
- *Readings:*
 - John Leland, *Cultural Differences*, <http://atwar.blogs.nytimes.com/2009/12/04/cultural-differences/>
 - familiarize yourself with, <http://info.publicintelligence.net/MCIA-CIIG.pdf>; <http://www.fas.org/irp/world/iraq/11Dguide.pdf>

Lesson 7:How'd We Do?: Case Study 3/Middle East Peace Process

- *Assignment:* Week 7 Discussion Participation
- *Readings:*
 - Haim Malka, *Crossroads: The Future of the U.S./Israel Strategic Partnership*, http://csis.org/files/publication/110908_Malka_CrossroadsUSIsrael_Web.pdf
 - *Could Two Become One?*, <http://www.economist.com/news/briefing/21573559-israels-right-frustrated-palestinians-and-assorted-idealistic-outsiders-are-talking-futures>
 - Julie Younes, *A Step on the Path to Peace: How Basketball is Uniting Arab and Jewish Youth in Jerusalem*, <http://www.mei.edu/content/step-path-peace-how-basketball-uniting-arab-and-jewish-youth-jerusalem>
 - *History of Failed Peace Talks*, http://news.bbc.co.uk/2/hi/middle_east/6666393.stm
 - Aliyah Furmin, *Obama's Rocky Relationship with Israel: A Timeline*, <http://tv.msnbc.com/2013/03/20/obamas-rocky-relationship-with-israel-a-timeline/>

Lesson 8:Assignment: Final Exam Essay

- See Lesson 8.

Communication

Participation

In this class everyone, brings something to the table. Your ideas and thoughts do 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.

To 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. Additionally, while we are in a classroom environment and should have fun, please ensure that your postings remain professional, courteous, and constructive. A couple helpful links are below:

- How to Write an A+ Discussion Posting: <http://www.elearners.com/online-education-resources/online-learning/how-to-write-an-a-discussion-posting/>
- Core Rules of Netiquette: <http://www.albion.com/netiquette/corerules.html>

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.

Office Hours/Contacting the Instructor

Since our course occurs online, we have the benefit of almost constant access to one another. Feel free to contact me via ASU email at any time, and expect a response within 24 hours (but typically much quicker). Should you wish to discuss anything outside the scope of our course discussions, have any specific questions, require help of any sort, or have a complaint, please contact me directly via email. Please do not post these matters in our classroom. 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.