

INSS 4302
03/15/2021 -04/20/2021
Online Class (Blackboard)
CRN 27207 & 27225

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TRANSNATIONAL THREATS

Textbook: No specific textbook is required. Readings will be posted on Blackboard, accessed from the <http://my.utep.edu> homepage, or on websites noted on the syllabus.

Course Description: This course will examine a wide variety of transnational threats/dangers and the actors, activities, or forces involved. We will explore their impact on U.S. national security and the unique challenges they pose for the Intelligence Community (TC). The course begins with a survey of global trends and related evolving threats, and how the ensuing focus on these threats is different from traditional models of security centered upon the nation state. The concepts of insufficient governance and the associated dangers of failing states will be described in relation to arising security issues. Specific transnational threats such as WMD proliferation, terrorism, narcotics, and financial crime will then be examined as both unique and interrelated phenomena. In conclusion, the class will explore the Intelligence Community's attempts to deal with these fluid and adaptable challenges to our security.

Note: *it is essential that students read the assigned material every week, scan their choice of current news sources and participate in discussions.*

Course Goals and Objectives- **at the end of this course you will be able to:**
DISCUSS global trends and their relationship to evolving threats IDENTIFY and DESCRIBE a range of transnational threats ANALYZE recent national security events related to the course matter EXPLORE the motivations and goals of non-state actors
DESCRIBE the methods employed by threat groups to achieve their aims WRITE AND PRESENT a coherent analysis of a contemporary issue in a format typically utilized by the intelligence community

IMPORTANT NOTE: Distance education demands a considerable amount of self-discipline and motivation. You will enjoy a flexibility to work and study at times that fit your personal schedule; however, you must still meet weekly course deadlines. If you feel you require the structure of a classroom to stay engaged, then this class is not for you. Setting up regular times to sit down and focus your attention on the course materials is essential to success. I realize that you are balancing many issues in your life and have chosen distance learning as an option to fit your individual circumstances and that is why I am pleased to offer this option in the INSS program.

Course Requirements:

Participation and dialogue via postings to an online discussion board are essential to the seminar style employed in this class and constitute a substantial portion of the overall grade. Tolerance and respect of each other's opinions should be upheld, even when differences of opinion arise to stimulate the discussion.

Grading Breakdown:

Instructor Questions (2 per week)	40 points/wk. x 6 weeks	240 points
Group Discussions (2 per week)	20 points/ wk. x 6 weeks	120 points
Test 1	120 points	120 points
Test 2	120 points	120 points
Paper	120 points	120 points
Power Point presentation	120 points	120 points
Journal Entries	120 points	120 points
Biography	20 points	20 points
Syllabus Quiz	20 points	20 points
Total		1000 points

ASSIGNMENTS:

Instructor questions (by Unit): Each of you will be required to post answers in the assignment area to the question(s) uploaded by your instructor for Units 2- 6 (these are **due MIDNIGHT Sunday**) (Please identify the unit and associated answers clearly). Concise, yet thorough answers are appreciated - you will not get extra credit for lengthy answers. These answers will be graded in accordance with the rubric shown below (40 points/ unit maximum).

Weekly Assignment Grading Rubric (For Each Instructor Question)

0-6 Points	8-14 Points	15-20 Points
✓ Responds partially to questions or not at all	✓ Responds adequately to questions asked	✓ Responds fully, concisely, and thoroughly to questions
✓ Grammatical or spelling errors detract heavily	✓ Some grammar or spelling errors	✓ Writing is free or almost free of errors
✓ Postings don't reflect other readings at all or inadequately	✓ Postings tie in other readings to support answer	✓ Postings incorporate other readings very well
✓ Does not present ideas clearly	✓ Presents ideas adequately	✓ Presents ideas clearly and persuasively
✓ Facts are incorrect	✓ Facts are correct but with minor errors	✓ Facts are detailed and correct
✓ Readings were poorly understood	✓ Satisfactory grasp of readings	✓ Readings fully understood

Weekly Discussion Board Postings: Students must also post a minimum of two comments weekly before **midnight on Sunday** for Units 2 - 6, and Friday for Unit 7, either directly related to the readings or to your teammates regarding their presentations (preferably helpful and constructive). You are encouraged to question assumptions in the readings or related issues and make pertinent comments that may encourage further discussion or debate. You may, of course, make additional postings if you desire but only the first two will be graded. Each comment will be worth up to 10 points (insightful comments score higher) (20 points/unit).

Tests: These must be completed by **midnight Sunday of the Unit week**. Tests cover the reading assignments listed in the syllabus, if you don't read them, you will not pass. **I highly recommend that you take notes as you cover the readings, which you can then use for the Tests. Your Reading Journal entries are the best process you can put in place to negotiate the tests. Most students find the written test the most difficult part of this course, so please review your notes.** You may open the test online only once, you cannot close it and come back to finish it later. Each test is 120 points.

Specific paper/ presentation requirements:

The research project will center on a set of approved topics, unless specifically permitted by the instructor in advance. Please provide a "Key Judgments" of approximately one page at the beginning of the paper. It must be of appropriate length (approximately 4-6 pages - not including the Key Judgments), substantive, and employ realistic, quality analysis. It should be written in a professional style (third person), as if you were already working for an IC agency, without slang, cynicism, or opinions and express ideas employing proper grammar and spelling. The last week of class will be devoted to presentations of these research projects (as noted in the section below). All papers should be in 12-point font (Times New Roman or Courier) with 1-inch margins, double spaced. They should be written in the APA documentation style (see <http://writing.wisc.edu/Handbook/DocAP A.html>). You should follow an intelligence estimate format (examples provided in class on Blackboard) and NOT simply construct a research paper (this means you will employ language of "likelihoods" and "confidence factors" such as that found in National Intelligence Estimates). The paper should be centered on **ANALYSIS** of a given intelligence / security topic - don't just turn in a summary of information gathered from multiple sources. Since this is an academic project, you **MUST** also include in-text citations and a properly formatted reference list. You must have a minimum of 10 references. The research paper is 120 points.

Below is the grading rubric for tests and papers in INSS 4302.

Grading rubric for tests and papers in INSS 4302 (1 of 2)

	Inadequate	Competent	Proficient	Excellent
Style Guide	<p>0 (0.00%)</p> <p>0 (0.00%) The paper is not formatted using a style guide (MLA, APA, CMOS).</p>	<p>11 (11.00%)</p> <p>Use of a style guide was attempted, but there are more than 4 errors.</p>	<p>13 (13.00%)</p> <p>There are fewer than 3 errors in correct application of a style guide.</p>	<p>15 (15.00%)</p> <p>A style guide is correctly applied to formatting; a bibliography is accurately written & formatted.</p>
Thesis	<p>0 (0.00%)</p> <p>The paper lacks any central focus or topic; for example, the paper presents unrelated or vague information so that no thesis is apparent.</p>	<p>7.5 (7.50%)</p> <p>The paper presents a focus or thesis that is too broad for the short paper format; or the thesis does not meet the requirements of the assignment; or the thesis is inherently unimportant or uninteresting; or the thesis is implied but never stated.</p>	<p>8.5 (8.50%)</p> <p>The thesis sentence is unclearly stated or focused or may need additional development to meet the requirements of the short paper format, although the thesis or topic is inherently important and interesting.</p>	<p>10 (10.00%)</p> <p>Points: 10 (10.00%) The thesis sentence or focus is clear, well-stated, covers all topics in the paper, important and interesting, and appropriately narrow for a college paper.</p>
Audience & Purpose	<p>0 (0.00%)</p> <p>No awareness of audience and purpose is present.</p>	<p>7.5 (7.50%)</p> <p>Points: 7.5 (7.50%) The intended audience and purpose are unclear, or change or shift, or are too broad for the paper. The writer may make wrong or no assumptions about background knowledge. Student uses first or second person in many places in the paper.</p>	<p>8.5 (8.50%)</p> <p>The intended audience and purpose are clear, but the writer's approach may be inconsistent, or too broad, or may not be consistently reflected in assumptions about audience background knowledge, or in the writer's choice of language/vocabulary used. Student uses first or second person in a few places in the paper.</p>	<p>10 (10.00%)</p> <p>The intended audience and purpose of the paper are clear. The audience is addressed using appropriate language/ vocabulary and in the writer's assumptions of audience background knowledge. The student uses third person for the paper.</p>
Organization	<p>0 (0.00%)</p> <p>The paper lacks organization at the paper and paragraph levels. It is incoherent.</p>	<p>7.5 (7.50%)</p> <p>The paper shows some attempt at organization, such as possessing all or most of the following elements: introduction, body paragraphs, and conclusion, but is disorganized at the paragraph level, with numerous or egregious</p>	<p>8.5 (8.50%)</p> <p>The paper is mostly organized but may display some examples of disorganization at the paragraph level, such as non sequiturs, failures in sequencing or transition. The introduction, body, and conclusion may lose focus at times or may</p>	<p>10 (10.00%)</p> <p>The paper is well-organized, with a logical progression of information and explanation. The purpose of each paragraph is clear, beginning with an introduction that is naturally followed by</p>

Grading rubric for tests and papers in INSS 4302 (2 of 2)

	Inadequate	Competent	Proficient	Excellent
		non-sequiturs, failures in sequencing, or lack of transitions.	lack sufficient transitions to create a smooth flow for the reader.	body paragraphs that lead to an appropriate conclusion.
Paragraph Development	5 (5.00%) The paragraphs are undeveloped, lacking definitions, explanations, examples, or illustrations, or may be totally irrelevant.	11 (11.00%) The paper offers some definitions, explanations, examples, or illustrations, but some may be irrelevant; or many points lack elaboration.	13 (13.00%) Definitions, explanations, examples, or illustrations for all points are provided, although some may lack relevance or specificity.	15 (15.00%) The paper offers relevant definitions, explanations, examples, or illustrations that greatly aid the reader's understanding. The definitions, explanations, examples, or illustrations are relevant to the topic and the points they describe.
Grammar & Punctuation	5 (5.00%) The paper suffers from so many punctuation, spelling, and grammar errors that it is difficult or impossible to read and understand. The paper may lack paragraphs and complete sentences.	11 (11.00%) The paper possesses so many punctuation, spelling, and grammar errors that it is difficult in several places to read and understand. The paper may be inaccurately paragraphed. It may have more than a few run-on sentences or sentence fragments.	13 (13.00%) The paper possesses a few punctuation, spelling, sentence structure, and grammar errors that interfere with the reader's understanding of particular sentences or phrases.	15 (15.00%) The paper possesses no punctuation, spelling, sentence structure, and grammar errors that interfere with the reader's understanding of particular sentences or phrases. It may have a few minor errors that do not interfere with the reader's understanding.
Style & Fluency	5 (5.00%) The paper has numerous examples of poor word choices and/or incorrect use of vocabulary that make it impossible or very difficult for the reader to understand the paper at the paper and paragraph levels.	7.5 (7.50%) The paper has many examples of poor word choices and/or incorrect use of vocabulary that make it difficult for the reader to understand the paper at the paper or paragraph levels.	8.5 (8.50%) The paper has a few examples of poor word choices and/or incorrect use of vocabulary, although the reader can, with some effort, understand the paper at the paper and paragraph levels.	10 (10.00%) The paper has few or no examples of poor word choices and/or incorrect use of vocabulary. The reader can understand the paper at the paper and paragraph levels, even if a few errors are present.
Integration of Credible Sources	0 (0.00%) The student did not use sources or used sources that are not appropriate to the assignment. The student fails to blend sources into his/her writing. If the student uses sources, they are not from credible sources.	10 (10.00%) The student used sources that are generally appropriate to the assignment, although fewer than six sources are from the peer reviewed literature. The student generally blends sources into his/her writing but makes six or more errors in attribution or citation. Student uses 1-2 sources that are not credible or are inappropriate.	12.5 (12.50%) The student used sources that are appropriate to the assignment. Sources are integrated into the paper with only 3-5 errors of attribution or citation. Other sources are reasonably credible. All sources are appropriate.	15 (15.00%) The student used scholarly sources that are appropriate to the assignment. Other sources are from highly credible sources. The sources are effectively integrated into the paper with only one or two errors of attribution or in text citation.

Presentation: The presentation is a brief of your key findings and analysis from your research project. Uploaded slides/briefing of your research project should not be too complex, with a *rule of thumb being no more than six bullets per slide, and jive-ten words per bullet*. I would suggest no more than 12 total slides. The idea is to be able to present a succinct, informative brief in less than 10 minutes as if presented to an audience. Utilize the notes pages portion of Power Point to explain background information if desired. As an alternative to a slide presentation, you may record yourself delivering a briefing if desired, with a maximum of 10 minutes length. The presentation is 120 points.

Reading Journal entries:

Each student will be required to maintain a reading journal capturing the lessons learned from each article and video in the course modules. This requirement is designed to assist you in documenting what you have read to support your exam and assignment responses. The journal will be assessed /graded weekly. The format is posted on Blackboard. The cumulative grade will count as a test grade for the course - 120 points.

Biography: Please post a few comments about yourself into the Getting Started discussion board, so we know who we are talking with in the online world. You may also post a picture if you wish. The biography is 20 points.

Syllabus Quiz: Please complete the syllabus quiz by Saturday, 20 March 2021. The quiz is designed to assess your attention to detail and highly key requirements of the course. The quiz is 20 points.

Other: In documented circumstances that you communicate to me in a timely manner, I may allow assignments to be submitted late. They may be penalized at my discretion. If the assignment is more than 3 days late without my permission, no points will be given.

Miscellaneous information:

Required Software: You will need the following software on your computers to efficiently work in this course. If you are using a lab on campus, they will probably already have the necessary software. All the needed programs are free downloads on the internet.

Adobe Acrobat Reader. You can get the program by going to <http://www.adobe.com>.

Apple QuickTime Player, Windows Media Player or Real Player.

Microsoft Office - I recommend it purely because all the labs on campus have it and it is inexpensive in the bookstore. As students, you can generally buy this whole package for far less than the average retail store price.

All assignments will be submitted as Microsoft word documents or Adobe PDF documents as those formats can be read by the Blackboard safe assign software. The bottom line is ... if cannot open your documents, they will NOT be graded so don't utilize some obscure software that won't convert.

Being Successful in an Online Course: Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can, so everyone can get the most from the experience. Here are some simple rules to follow to ensure fruitful participation in the learning process:

Begin the class the first week and keep up with it. One of the surest ways to fail an online course is to put off your weekly assignments.

Ask questions: If you don't know the answer, someone else will.

Please ensure that you have clearly indicated the subject of your message or post

Reach out to others: Offer a fact, article, link or other item that can help others learn something you can share.

Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will be subject to disciplinary action as well.

Be diplomatic: Tolerance and respect of each other's opinions should be upheld, even when strong differences of opinion arise. When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Remember, there is a person at the other end.

AVOID USING ALL CAPS, LARGE FONT, OR BOLD. It makes it look like you are shouting!

Administrative considerations:

- a) **There is an ONLINE SYLLABUS QUIZ to be completed during the 1st week.**
- b) WITHDRAWAL - you may drop the course on or before course **4/23/2021**, with a grade of "W" by completing the form at the Registrar's Office. This is **your** responsibility.
- c) PARTICIPATION - we are here to learn from one another, and active discussion is an important element.
- d) EMERGENCIES- contact and provide documentation to me as soon as possible, and I will work with you to help as much as I reasonably can.
- e) PLAGIARISM- all material closely paraphrased or quoted must be cited! If what you are writing is not common knowledge and other than your own thoughts, use citations and references in APA format. Plagiarism of another person's work requires me to report this activity to the Dean of Students.

- f) Please let me know as soon as possible if coordination is required with the Center for Accommodation and Support Services (CASS) for testing, note taking, or any other requested accommodation. You may contact the CASS at 747-5148.
- g) I AM HERE TO ASSIST YOU - if you wish to discuss concerns or questions with me, please feel free to make an appointment.
- h) Late assignments will lose points at the discretion of the instructor.

CALENDAR

WEEK	TOPIC	ASSIGNED READINGS	DATES
1	Global paradigms, trends, and threats	Clark. 2002. <i>Global Awareness</i> (Ch. 2) <i>Global Trends 2030</i> , pp. i - xiv 2013 Worldwide Threat Assessment, pp. 1-13 2025 Global Governance, pp. i - 2, 39	3-15
2a	Conventional weapons proliferation	Wassenaar Arrangement- http://www.wassenaar.org/ The Proliferation of Conventional Weapons ... SIPRI " Arms Transfers to Syria" AD systems and cruise missiles	3-22
2b	WMD proliferation	Carnegie - Nonproliferation (scan http://carnegieendowment.org/programs/npp/) NATO - Nuclear dimensions of Jihadist terrorism	
3	Terrorism Test 1 - due midnight Sunday, April 4th. Sections 1-3	White . 2006. <i>Terrorism and Homeland Security</i> . Intriligator and Toukan. 2006. <i>Terrorism and Weapons of Mass Destruction</i> Khobar Towers Case Study Mil Guide to Terrorism, App. A (Terrorist Planning Cycle)	3-29
4a	Global narcotics	UNODC - "Drug Trafficking" http://www.unodc.org/unodc/en/drug-trafficking/ National Money Laundering Risk Assessment (Read Executive Summary, review the rest of the document) http://www.justice.gov/idea/ops/money.shtml Exec Summary World Drug Report	4-5
4b	Transnational organized crime	Abadinsky. 2007. <i>Organized Crime</i> (Ch. 2) <i>Globalization of Crime</i> Special Report - The Threat to US National Security Transnational Organized Crime	

5	Financial crimes and cyber threats	FBI - " Financial Crimes Report 2010-2011" http://www.fbi.gov/stats-services /publications /financial-crimes-report-2010-2011 How Stuff Works "Money Laundering" Idiot' s Guide Findlaw - "Fraud and Financial Crimes" http://criminal.findlaw.com/criminal-charges /fraud- financial-crimes.html Cryptocurrency as payment / Cryptocurrencies Economic impact of cybercrime NATO - New threats: the cyber-dimension RUSSIAN HACK REPORT SNOWDEN REVIEW	4-12
6a	Pandemics and global health	"Smallpox: An Attack Scenario" Mitigation Slides	4-19
6b	Transnational dangers Test 2 - due midnight, April 25th Sections 4-6	Hitchens, Theresa. 2008. <i>Space Wars</i> . Special Report - ICA Global Water Security (pp. i-vi) National Security and Climate Change (CNA Corp.)	
7a	Threats and the IC	Failing Intelligence Rand Transnational Threats Summary Making Sense of Transnational Threats (CIA)	4-26
7b	Projects / presentations	Research Project / Presentations due Friday, April 30, (Shortened Week) Midnight	

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