

INSS 4301: INTELLIGENCE COLLECTION AND ANALYSIS (CRN 23780)

ONLINE COURSE UNIVERSITY OF TEXAS AT EL PASO SPRING 2023

I. INSTRUCTOR: Cynthia L. Storer (professor)
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II. OVERVIEW

Welcome to Introduction to Intelligence Collection and Analysis!

Each day the U.S. Intelligence Community collects enough data to fill the Library of Congress—the largest repository of public knowledge in the United States—several times over. This raw data is processed by approximately 20,000 government analysts plus a larger but unknown number of contractors funded by an estimated 75-billion-dollar annual budget, a figure larger than the gross domestic product of some small countries.

These expensive and critical processes—collection and analysis—are the focus of this course. Students will be introduced to key topics and debates in collection and analysis. Topics related to collection will include, open source, human, signals, geospatial, and measures intelligence. The course will also cover the challenges of intelligence analysis.

These are the building blocks of intelligence collection. Whether you ultimately work in the Intelligence Community (IC), national security, law enforcement, or elsewhere in government, you will in some way deal with intelligence. Developing a basic understanding of how intelligence is collected and analyzed will serve multiple purposes. You will better be able to identify potential careers and understand what different intelligence specialties involve. Intelligence officers may well focus on a single form of collection throughout their careers, but they require an understanding of other “-INTS” to better coordinate and tailor their work. Finally, you will be better able as a citizen to assess political claims and key debates over the proper role of intelligence collection in a democratic society.

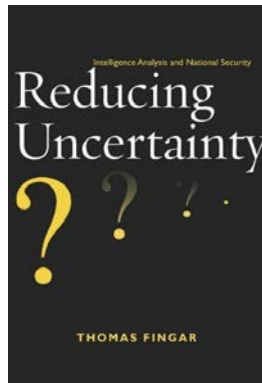
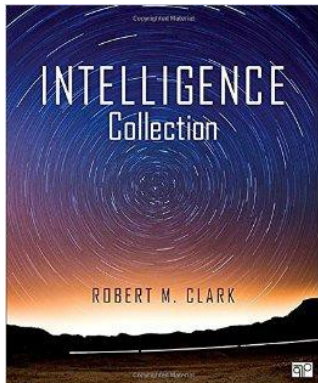
III. COURSE OBJECTIVES:

Learning Outcomes	Assessment
<ol style="list-style-type: none">1. Understand and identify the main collection sources and platforms2. Discuss and define intelligence analysis and how it fits into US national security3. Understand the key debates related to collection and analysis, such as mass intelligence collection and politicization of intelligence4. Improve public speaking and writing skills	<ul style="list-style-type: none">• An online mid-term and comprehensive final to assess student's understanding of the course content• Reading quizzes to assess student's understanding of course content• Participation in team responses to simulated scenarios, discussion boards, debates, and other class activities• Two video presentations applying course material to real-world events allow practice in oral and written briefing skills

University Catalog Description

This course examines the collection and analytical processes of U.S. intelligence agencies. The course begins with a description of the basic collection disciplines and examples of their application in the field. Then the course examines the processes and products of intelligence analysis. Students will also apply the tools of analysis, including structured analytic techniques, to a current national security issue.

IV. TEXTBOOKS



Robert M Clark. *Intelligence Collection*, New York: CQ Press, 2013. (ISBN-13: 978-1452271859)

Thomas Fingar. *Reducing Uncertainty: Intelligence Analysis and National Security*. Stanford, CA: Stanford University Press, 2011. (ISBN-13: 978-0804775946)

V. ASSIGNMENTS AND EVALUATION

A Note on Grading.

Please note that a “C” or “average” work is that meets the basic course requirements and “Good” or “B” work exceeds requirements. “Excellent” or “A” work greatly exceeds the basic course requirements.

Pluses and minuses will be assigned for point totals within 19 points of the top or bottom of each grade range (i.e., a total above 800 and below 820 will receive a B- while one between 880 and 899 will receive a B+).

Grading Scale.

Points	Grade	Meaning
90-100%	A	Excellent
80-89%	B	Good
70-79%	C	Acceptable
60-69%	D	Barely Acceptable
>60%	F	Fail

Extra credit. I will periodically make available opportunities to earn extra credit. These opportunities will be offered to the class as a whole. No special extra credit arrangements will be made for individual students.

Lateness policy. All assignments must be completed on time. Exceptions will only be made in extreme circumstances (such as a Covid-19 diagnosis), when students can provide supporting documentation, and/or at the instructor’s discretion.

Please regularly refer to Blackboard for links, documents, announcements, and calendar changes. You are responsible for staying up-to-date on all class information that is posted on Blackboard.

VI. COMMUNICATION

Please note that all email communications must be via you UTEP email.

General expectations.

Students are encouraged to take an active and engaged orientation to their own learning. Ultimately, the more students put into the process, the more they will learn. The following guidelines will create a comfortable and productive learning environment throughout the semester.¹

You can expect me:

- To do my utmost to provide you with an interactive and interesting

class

- To reply to e-mails within 24 hours on weekdays and 48 hours on weekends. When I am traveling, I will respond in 48 hours.
- To assign coursework and reading that adequately covers the material and meets the learning objectives of the course while adhering to the time expectations for the course.
- To give a midterm and final exams that accurately reflect the material covered in class.

I can expect you:

- To participate fully in online class discussions, team exercises, and other class activities.
- To spend an adequate amount of time on the coursework each week, making an effort to understand the content.
- To share the responsibility of making our class a supportive, respectful, and safe environment for discussion and debate. **All communication must be free of vulgar, offensive, and/or discriminatory language.** Constructive criticism is provided respectfully and professionally, criticizing the merit of the arguments or the strength and relevance of cited facts not the person.
- To remember that our classroom is not a public venue. Postings on this site are private and to be shared only with me and other members of the class. Think of this as preparation for a career where you may be entrusted with classified national security documents.
- To seek help when you need it.

COVID-19 ADJUSTMENTS

Please check the UTEP “Responding to COVID-19 web page, <https://www.utep.edu/ehs/COVID-19/>, regularly for updates on the situation on campus and information on how you can best protect yourself and your loved ones.

VII. TECHNOLOGY

This course will be conducted entirely online. To participate in this class, you must have a working UTEP email, access to the Internet. You will need a computer capable of accessing the UTEP Blackboard learning management system, which operates most smoothly on Mozilla Firefox and/or Google Chrome. Programs we will be using include Microsoft Office Suite (Word, PowerPoint, and Excel, Adobe, Flashplayer, and Quicktime. You also will need a web cam and microphone. **If you have question on how to operate in the Blackboard Learning System, please check out the resources available at the [Blackboard Student Orientation](#) site.**

Technology issues will never be an acceptable excuse for late work. Professors are not technical support staff.

For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact Technology Support Help Desk 24 hours a day, 7 days a week. Tech support is set up to specifically address technical questions and problems about Blackboard.

Phone: 915-747-4357 or toll free: 1-877-382-0491

Website: <https://www.utep.edu/technologysupport/>

In-Person (Currently closed due to pandemic): UTEP Library, Room 300

Check Your Technology

- A. To complete this course, you must have a computer with a reliable internet connection. Mobile devices are not reliable to access exams and use the discussion board.
- B. Blackboard (BB) Learning Management System. This entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly. Always log in using your UTEP name and password, and never as a "guest" (the guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.
- C. Browser Information (See the left side of the menu on the main BB page for hardware, software, and browser checks) Firefox seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer. Be sure to "Allow pop-ups" for Blackboard. Clear your browser cache.
- D. Verify that you have the most updated version of "Java" <http://java.com>.
- E. All text documents should be saved with a "docx" extension identifying it as a Microsoft Word file or be compatible with MS Word.

VIII. ASSIGNMENTS IN BRIEF

Assignment	% of grade	When will you have to do it?
Reading quizzes	20	Most weeks
Midterm	20	Week of March 6-12
Participation in scenarios, discussion boards, and class debates	20	Most weeks

Application presentations Part I Part 2	20	March 5 April 30
Comprehensive final	20	Week of May 8 - 12
Total	100	

Assignment Descriptions.

Reading quizzes- 20% of course grade.

Students will be responsible for taking multiple choice and short answer quizzes. These weekly quizzes are open book and meant to direct you to the most important points in the week's readings. Reading quizzes will include questions regarding the previous week's student application presentations (see below).

Midterm exam- 20 % of course grade.

Students will take a closed-book online midterm exam. The exam may use online proctoring or other security measures as judged necessary. The exam will contain multiple choice, fill-in the blank and short answer questions. You will have advanced access to sample questions to familiarize yourself with the topics and general style of the exam.

Discussions and Activities – 20% of course grade.

Students will participate in simulated intelligence activities, discuss the pros and cons of various collection systems, assess sources and methods, evaluate declassified intelligence documents, and otherwise engage with course material.

Two application presentations- 20% of course grade (200 pts.).

Each student will present twice throughout the term. The presentation should connect the session's readings to a recent event (e.g. in the last couple years). The briefing is expected to be brief, clear, and concise and conducted ***in five minutes***. Students will have the choice of three options of how to present their findings:

1. As a video ;
2. As a narrated PowerPoint ; or
3. As a 500-word document.

NOTE: Students are expected to watch each week's presentations. Most weeks' reading quizzes will include questions on the previous week's presentations. Additional guidelines for this assignment are provided on our Blackboard class site under the "Week 1" tab.

Comprehensive exam- 20% of course grade (200 pts.).

Students will take a final online exam. This closed-book exam will be timed, taken at home, administered online, and may be proctored or use other security tools as necessary. You will be provided with directions for accessing the exam and practice questions to help you familiarize yourself with the testing system in advance.

Please note that I reserve the right to make modifications to the course schedule during the semester for either logistical reasons or to take advantage of current events.

IX. COURSE SCHEDULE

This course is divided into two sections:

Part I: Intelligence Collection: In the first part of the course we will cover the five main intelligence collection disciplines: open source, human, signals, geospatial, and measurement and signature intelligence. Particular attention will be paid to the applications, strengths, and limitations of each discipline. The first part of the course will also briefly address collection platforms, such as satellites and Unmanned Aerial Vehicles (drones).

Part II: Intelligence Analysis and Controversies: The second half of the course begins with an investigation of the bulk intelligence collection controversy. We will then delve into intelligence analysis, the process of transforming raw or semi-finished intelligence into knowledge for national security decision making. We begin with a discussion of how uncertainty impacts intelligence analysis along with a brief discussion of careers in intelligence analysis. Next, we will cover its main functions, focusing on how analysts can identify opportunities for decision makers and help them think about future events. We will also discuss intelligence politicization.

W	--- March 7, 2021 Revision ---		DueDue
Weeks	Topic	Primary Reading (Additional short articles may also be assigned)	Due DB= Discussion Board, numbered by Module RQ = Reading Quiz Application presentations are due on the weeks you selected
Week 1: January 17-22	Module 1: Class introduction Module 2: Open Source Intelligence (OSINT)	Course Syllabus Clark, ch. 2	DB 1: Student Introductions Syllabus Quiz RQ2 Activity DB2
Week 2: January 23-29	Module 3: Human Intelligence (HUMINT)	Clark, ch. 3	RQ3 Activity DB3
Week 3: January 30 - February 5	Module 4: Communications Intelligence (COMINT) Module 5: Cyber Intelligence (CYBINT)	Clark, chs. 4-5	RQ4 Activity DB4 DB5 RQ5 DB5
Week 4: February 6-12	Module 6: Nonliteral Intelligence and Sensors	Clark, chs. 6-7	RQ6 DB6
Week 5: February 13-19	Module 7: Intelligence Collection Platforms Module 8: Geospatial Intelligence (GEOINT)	Clark, ch. 8 Additional reading on Blackboard	RQ7 Activity RQ 8 Activity DB 8

Week 6: February 20-26	Module 9: Measurement and Signature Intelligence (MASINT) Module 10: Material Acquisition	Clark, chs. 15, 17	RQ9 DB9 RQ10 DB10
Week 7: February 27 – March 5	Module 11: Biological, Medical, and Biometric Intelligence	Clark, ch. 16 Study Guide on Blackboard	Activity Report #1: Collection Applications -- due March 5
Week 8: March 6-12	MIDTERM		MIDTERM
March 13-19	SPRING BREAK	None	

Date	Topic	Reading	
Week 9: March 20-26	Module 12: Intelligence Collection Management Module 13: Intelligence Analysis	Clark, ch. 18 Fingar, ch. 1, 2	RQ12 Activity DB 13
Week 10: March 27- April 2	Module 14: Identifying Threats and Opportunities	Fingar, ch. 3, 4	RQ14
Week 11: April 3-9	Module 15: Estimative Analysis	Fingar, ch. 5	RQ15 DB 15
Week 12: April 10-16	Module 16: Politicization	Fingar, ch. 6	DB 16
Week 13: April 17-23	Module 17: When Intelligence Fails	Fingar, ch. 6, Additional reading on Blackboard	RQ17 Activity
Week 14: April 24-30	Module 18: Intelligence Analysis: Lessons and Challenges	Reading on Blackboard	DB 18 Report #2: Intelligence Successes and Failures – due April 30
Week 15: May 1-7	Module 19: Final Review	Study Guide on Blackboard	

Finals: May 8-12	FINAL EXAM		FINAL EXAM
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X. ACADEMIC INTEGRITY STATEMENT

If a student is suspected of cheating on the exams through collaboration with other students, the instructor will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral of the student to the Office of Student Conduct. If a student is suspected of plagiarism, the instructor will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral of the student to the Office of Student Conduct.

Academic dishonesty or cheating is simply unethical and not acceptable under any circumstances. Plagiarism is a form of cheating that involves "stealing" the words and thoughts of others. It is a very serious academic violation and cannot be tolerated. The most common form of plagiarism is using information or original wording in a paper or other assignment without giving credit to the source of that information or wording. **Plagiarism also includes the direct copying of a source verbatim (word for word) and incorporating that copied material into the student's paper or assignment without first paraphrasing with proper referencing or placing the copied text into a direct quotation, again with appropriate footnotes or citations.** Students must use their own words when not using direct quotes.

Direct quotes should be used sparingly and only when appropriate to provide examples, evidence, or illustrate specific points. **Students cannot simply "cut and paste" wording or text from source material to artificially "construct" their papers, essays, and other assignments. This practice is also considered plagiarism, even if references are done properly.**

Likewise, students must not submit work under their name that they did not do themselves. Students also may not submit work for this course that they produced for another course. If students are found to be cheating in any capacity including plagiarism and collusion, they will be subject to disciplinary action, per UTEP catalog policy. Cases of academic dishonesty will be sent to the Office of Student Conduct and Conflict Resolution for adjudication and possible sanctions. Possible penalties for academic dishonesty include a zero for the assignment, a failing grade for the course, suspension, and even expulsion from the university. Students are responsible for understanding their specific obligations to maintain academic integrity at all times. Please refer to the following link for further information on UTEP's policies on plagiarism and academic dishonesty: <http://sa.utep.edu/osccr/academic-integrity/>.

XI. STUDENT DISABILITY SERVICES STATEMENT

I will make any reasonable accommodations for students with limitations due to

disabilities, including learning disabilities. Please contact me personally in the first week of class, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes. The CASS Office can also be reached in the following ways:

Website: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148 voice or TTY Fax: (915) E-Mail: cass@utep.edu

XII. UTEP COURSE DROP POLICY

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career, including all courses taken at any public college or university in Texas.**

- A. Students who drop a course before the "official census date," the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- B. Dropping a course after the official census date, but before the "course drop date" will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6-drop limit.
- C. If the course is dropped after the "course drop date" or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
- D. UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-drop limit.

ⁱ This section is a reproduced and modified version provided by the Elderly Center for Teaching Excellence and Educational Innovation at Carnegie Mellon University:
<https://www.cmu.edu/teaching/designteach/design/syllabus/samples-policiesexpectations/>