

The University of Texas at El Paso
Department Of Criminal Justice
Syllabus

COURSE INFORMATION

INSS 4301: Intelligence Collection and Analysis

CRN 23409

Term: Spring 2024

Delivery Method: Online

Meeting Day and Time: Asynchronous

INSTRUCTOR INFORMATION:

Cynthia L. Storer, Professor

Written communication: clstorer2@utep.edu

Office Hours: Online on Mondays from 3-5pm MT via Zoom and by appointment

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

This is a required course for the Minor in Intelligence and National Security Studies.

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.






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.

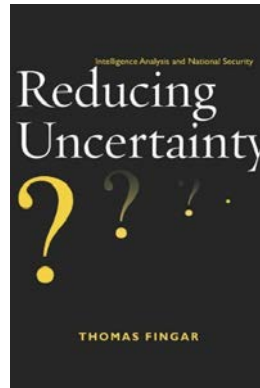
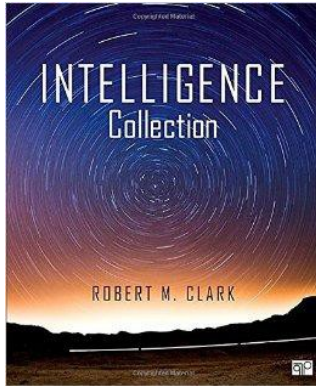
Whether you ultimately work in the Intelligence Community (IC), national security, law enforcement, elsewhere in government, or even in politics, many businesses, and many non

profits, you will in some way deal with intelligence. By developing a basic understanding of how intelligence is collected and analyzed 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.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES:

Student Learning Objectives	Outcome
Understand and identify the main intelligence collection sources and platforms	 <i>Figure 1 thumbs up</i> Confidence
Define and discuss intelligence analysis and how it fits into US national security	 <i>Figure 2 light bulb</i> Critical Thinking
Understand the key debates related to collection and analysis, such as mass intelligence collection and politicization of intelligence	 <i>Figure 3 light bulb</i> Critical Thinking
Improve public speaking and writing skills	 <i>Figure 4 chat bubble</i> Communication  <i>Figure 5 thumbs up</i> Confidence

REQUIRED MATERIALS



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)

Figure 6: Front Covers

I strongly recommend you have a personal copy of these books for guaranteed access, note taking, etc., especially Clark.

- *Intelligence Collection* is available online via the library for free, but access is very limited and not guaranteed.
- *Reducing Uncertainty* is available online via the library with no restriction to read online.

ASSIGNMENTS AND GRADING

Assignments for this course are assessed according to rubrics. You can find these rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment

Grade Distribution:

1000-900 = A 899-800 = B 799-700 = C 699-600 = D 599 and Below = F

- 100 points: Reading Quizzes
- 200 Points: Discussions and Activities
- 200 Points: Reports
- 200 Points: Mid Term exam
- 300 Points: Final Exam

*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.

Major Assignments

Assignment	Percent of course grade	Due Dates
Reading Quizzes	15	Each module
Discussions and Activities	20	Each module
Reports (2)	20	#1 on 3 March #2 on 28 April
Midterm exam	20	10 March
Comprehensive exam	25	10 May

Reading quizzes

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).

Discussions and Activities

For this online course, students will be required to participate in weekly discussion boards – both an initial post and responses to your peers. Students will also have a collection of smaller assignments throughout the week that will work to build toward the larger projects. Each of these activities will be given point values that add up to the total 100-point participation grade. These points cannot be made up, so students are expected to stay active in the course by logging in at least three times a week.

Two Reports

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.

Midterm exam

Students will take a closed-book online midterm exam. The exam will be timed may be proctored 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.

Comprehensive exam

Students will take a closed-book online midterm exam. This exam will be timed 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 see the Course Overview tab in Blackboard for instruction on using the Respondus LockDown browser.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [UTEP Help Desk](#) as they are trained specifically in assisting with technological needs of students. Do not contact me for this type of assistance. Professors are not technical support staff. The Help Desk is much better equipped to assist you!

*Technology issues will never be an acceptable excuse for late work.

Course Communication: How we will stay in contact with each other

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

Office Hours

We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Zoom, which you can access from the left navigation menu on Blackboard. Mondays: 5-7 p.m. Mountain Time

Email

UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question, be specific, and provide context so that your instructor can answer without

going back and forth with questions. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

Discussion Board

If you have a question that you believe other students may also have, please post it in the Discussions and Stuff forum inside of Blackboard. Please respond to other students' questions if you have a helpful response. This way a response can go to everyone at the same time. Remember that your instructor has other classes, a day job, and a family too so please don't rely on them solely for information.

Announcements

Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Private meetings.

If you need to do more than email – for example, if it's a sensitive issue, you need help clarifying something, or you are looking for advice – please contact me via email to arrange for a private Zoom meeting or phone call. Provide your available days/times for at least the following 5 days.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course, therefore all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and the professor only. Do not copy content and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to

create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Catalog, “**At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort.** A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, **if I find that, due to non-performance in the course, you are at risk of failing**, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I may not drop you from the course. It is important for you to take responsibility for managing your obligations and commitments. No one can do this for you. If you feel that you are unable to complete the course successfully, please let me know and either we can discuss, or you can just contact me and the [Registrar's Office](#) to initiate the drop process.

ZOOM SESSIONS

This class offers optional periodic Zoom sessions for you to view live demonstrations of the course material, participate in discussion of the material with your classmates, and talk about relevant current events. Occasionally, we may have a guest speaker. **The class will vote on week day and time /times during the first week of the course.** I will make every attempt to adhere to this schedule. Sometimes though, guest speakers are only available at a different time, or life just happens. Therefore, please check the Announcements regularly throughout the course, as sessions may be added, dropped, or moved during the semester depending on circumstances.

Students are expected to participate in these sessions by voice, and preferably with video on as well. (though we all have days we would rather no one else could see us) The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. **Students should not record the sessions and post them to any sites outside of Blackboard.**

DEADLINES, LATE WORK, AND ABSENCE POLICY

Major Assignments

- All major assignments will be due on Sundays at midnight (11:59 PM).

Quizzes, Discussions, and other Activities

- All quizzes, tests, papers, and presentations will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.
- For activities requiring discussion posts:
 - Your first post is due on Fridays at midnight (11:59 PM). You will not be able to see others' posts until after you post.
 - Your responses to other students are due NLT Sundays at midnight (11:59 PM). However, responding at least once on Friday or Saturday will gain you more points (See the Discussion Guidelines on the Course Overview tab in Blackboard).

***No late work will be accepted without the approval of the instructor.** Assignments will close after the week in which they are due.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency or by *prior* arrangement with the instructor. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested **only in exceptional circumstances after you have completed at least half of the course requirements**. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines. Note that it is university policy that Incompletes must be completed within a year of the final grade for the course, but your instructor can set earlier deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations to students with documented disabilities, who have become pregnant, or who have parenting responsibilities. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

See the University's [Student Pregnancy and Parenting Nondiscrimination Policy](#).

In addition, I consider being a primary care giver for aged and disabled family members the same as parenting responsibilities and will work with students accordingly following the guidelines set forth in the above policy. Documentation will be required.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

AI is prohibited for writing

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

AI may be used to search for information

AI can be useful for finding resources online and from collections the university has access to, just like any search engine. However, there are some serious machine-generated errors not unlike those sometimes produced by humans. Hallucinations are real and fairly common, there are inherent biases in the coding, and the results will likely not address all aspects and angles of an issue.

- An AI hallucination is when an AI model generates incorrect information but presents it as if it were a fact. This can include making up information and even sources.

If you choose to use artificial intelligence to help find resources, do a thorough review of them just as you would for any sources you find by using Wikipedia. Make sure:

1. There is a source for the information.
2. The source is real.
3. The information from any source is referenced correctly, and in context.
4. Also read the source -- article, new item, etc -- for additional information and context, and references to additional sources.

You must cite these sources as you would any other, including correct citation format and links. If I can't easily find it, it doesn't exist.

CLASS RECORDINGS

The optional Zoom sessions to discuss course material will be recorded so students not present will have access to the results. (Remember though that IF NO ONE COMES, there won't be anything to see.)

Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

TEST PROCTORING SOFTWARE

Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the test at any time during the window.
- A reliable Internet connection is essential to completing the exam.
- Once the window closes, your answers will be saved, and no changes can be made.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase. It also has a built-in AI detection function.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COURSE RESOURCES: Where you can go for assistance

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-

success-resource-hub.html. Please see the Course Resources page in the Course Overview section on Blackboard for course-specific resources including important library links.



APPENDIX: COURSE SCHEDULE FOR SPRING 2024

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.

Dates on next two pages

Week	Topics	Textbook (additional readings are posted in the Lessons)	Due DB=Discussion RQ=Reading quiz
Week 1: January 16-21	Module 1: Class introduction Module 2: Open Source Intelligence (OSINT)	Clark, ch. 2	DB1: Student Introductions Course Overview Quiz RQ2 Activity DB2
Week 2: January 22-28	Module 3: Human Intelligence (HUMINT)	Clark, ch. 3	RQ3 Activity DB3
Week 3: January 29 - February 4	Module 4: Communications Intelligence (COMINT) Module 5: Cyber Intelligence (CYBINT)	Clark, chs. 4-5	RQ4 Activity DB4 DB5 RQ5 DB5
Week 4: February 5-11	Module 6: Nonliteral Intelligence and Sensors	Clark, chs. 6-7	RQ6 DB6
Week 5: February 12-18	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 19-25	Module 9: Measurement and Signature Intelligence (MASINT) Module 10: Biological, Medical, and Biometric Intelligence	Clark, chs. 15, 17	RQ9 DB9 RQ10 DB10
Week 7: Feb 26 – March 3	Module 11: Material Acquisition, Mid Term Review	Clark, ch. 16 Study Guide on Blackboard	Activity Report #1
Week 8: March 4-10	MIDTERM	Review the Respondus directions	Once you begin, you will have 24 hours to complete the test

March 11-15	SPRING BREAK		
Week 9: March 18-24	Module 12: Intelligence Collection Management Module 13: Intelligence Analysis	Clark, ch. 18 Fingar, ch. 1, 2	RQ12 Activity DB 13
March 28	Drop/Withdrawal Deadline Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W.		
Week 10: March 25-31	Module 14: Identifying Threats and Opportunities	Fingar, ch. 3, 4	RQ14
Week 11: April 1-7	Module 15: Estimative Analysis	Fingar, ch. 5	RQ15 DB 15
Week 12: April 8-14	Module 16: Politicization	Fingar, ch. 6	DB 16
Week 13: April 15-21	Module 17: When Intelligence Fails	Fingar, ch. 6, Additional reading on Blackboard	RQ17 Activity
Week 14: April 22-28	Module 18: Intelligence Analysis: Lessons and Challenges	Reading on Blackboard	DB 18 Report #2
Week 15: April 29-May 3	Module 19: Final Review	Study Guide on Blackboard	
Finals: May 6-10	FINAL EXAM	Review the Respondus directions	Once you begin, you will have 24 hours to complete the test