

Intelligence and National Security Studies (INSS) 4302: Intelligence and Transnational Threats

(CRN: 17329)

Online, Fall 2024

INSTRUCTOR: DR. CHARLES BOEHMER

CONTACT INFORMATION

Office: 111G Education Building

Email: crboehmer@utep.edu (only use your UTEP miner email when contacting the instructor)

Phone: 747-7017 (this will route to my UTEP email if I am out of the office).

OFFICE HOURS AND OTHER SYNCHRONOUS MEETINGS (IN OFFICE AND ONLINE)

- Wednesdays 5:30 to 6:30pm, but these will be moved when there are conflicts. Given that any set of office hours may not meet student availability, additional appointments can be scheduled.
- Cyber-Café synchronous Discussion, Q & A sessions in Zoom, open to all – best oriented towards group discussion – these will be scheduled on various days and times during the semester. See the course calendar for details on themes.
- I am happy to set up a one-on-one Zoom or MS Teams virtual meetings on request.

UNDERGRADUATE CATALOG COURSE DESCRIPTION

This course examines a wide variety of transnational threats/dangers and the actors, activities, or forces involved in their conduct. The course explores their impact on U.S. national security and the special challenges they pose for the Intelligence Community. Specific transnational threats such as WMD proliferation, terrorism, narcotics, and financial crime are examined as both unique and interrelated phenomena. The course concludes with an assessment of the Intelligence Community's attempts to deal with these fluid and adaptable threats to our security.

COURSE GOALS AND OVERVIEW

This is an online course designed to identify some current and ongoing threat to the United States. We will cover most of the topics in the course description above, but with less focus on financial crime and terrorism. We will cover the conventional war threats to the United States in Europe and Asia, and asymmetric conflict (including terrorism), as well as cyber threats and transnational crime.

After the completion of this course, students should have the following skills or knowledge that relate to the UTEP EDGE Initiative (highlighted in bold and italics):

- Have a higher level of confidence about comprehending the concepts, important theoretical approaches, and topics included in the course, such as war, geopolitical conflicts, asymmetric conflict, nuclear weapons, US global interests, and tools of US foreign policy.
- Have some foundation to analyze and think critically about topics of international security and cooperation.
- Have greater global awareness of basic knowledge of some countries around the world through the readings and examples mentioned in lectures/discussions.
- Possess a higher level of library information literacy and higher confidence regarding searches and types of sources.
- Improve communication skills in the research paper and discussion boards.

TIPS FOR PASSING THIS COURSE

1. Many students find that they need to cut corners due to income, but it is important that you find a way to rent the textbook and read it. The instructor bases some quiz and exam questions on the textbook. If you attempt to take this course and do not read the textbook, then you will likely lower your course grade. When you do read and study, do not just aim to memorize the material. Study with an aim towards comprehension. Additionally, sometimes our minds stray when we read, or we become distracted; even when the book is open, sometimes we do not read carefully. If you are confused about ideas or concepts, then speak with the instructor, who would love to help you through written responses or using an appointment in Zoom or MS Teams. The instructor loves talking about this subject matter; tap that expertise because that is what you are paying the instructor for, in addition to assessing your performance in this course.
2. Stay informed about what is going on in the course by following the syllabus, paying attention to your miner email account (including emails that come through Blackboard), and not missing, or being late on assignments.
3. Review the power point slides, but remember that they do not suffice as a reminder of everything covered in a lecture or module. For this reason, you need to take notes, which forces you to concentrate on lecture and class discussions. Typing up notes is an excellent way to study because it forces one to think about what we covered in class. Try to include your responses or ideas that you have in conjunction with the notes or content of the course as a way to connect it to your life in a way that you care about the subject matter. Take an active interest in the subject matter, even if it is not your top interest. After all, you are not going to learn what you don't want to know.
4. Pay attention to world events, especially for our research project relating to the war in Ukraine, and Chinese/Taiwan threats and tensions, Israel, Iran, Gaza, Yemen, etc.
5. Study from your old exams and quizzes for the final exam.
6. Follow the course guidelines and policies outlined below.

ASSESSMENTS OF STUDENT PERFORMANCE

- Exams: Two for 10% each 20%
- Final Exam: 20%

- Quizzes Average Grade: 15%
- Discussion Board Participation: (includes the UN Simulation) 15%
- Research Assignments 10%
- Intelligence Analysis Research Paper 20%

Quizzes: Each module will conclude with a quiz on the subject matter. The instructor will draw questions from the readings, lectures, and other material provided. The format will often be true/false and multiple choice. The quizzes and exams should help students gain confidence in the subject matter; if students are struggling, they should seek help from the instructor. The first quiz on the syllabus and course materials is included in this category.

Discussion Boards: The instructor will include discussion questions for each module that connect to the subject matter, the exams, and relate to the quiz questions. Students will earn full credit when they post an answer or a question on the subject matter, and then reply to at least one other student's post. The goal of these discussions is for the instructor to highlight important content, including exam topics, and students should gain a higher degree of confidence, and the ability to think critically, about topics of the course. This should also expand global awareness of the world and help improve communication skills. A maximum of three points will be earned when a student posts a useful comment or question of substance, and two points in a reply to at least one other student's posting.

Exams: The instructor will schedule two exams intermittingly at points in the semester based on certain modules. The exams will be open-book essay questions. The ability to demonstrate comprehension and synthesis of the subject matter will earn higher points than those that just repeat what is included in the textbooks and lecture content.

Final Exam: The final exam will be similar to the other exams but will be cumulative and longer. This exam evaluates your ability to integrate the readings and require a synthesis of the subject matter. The material from the last weeks of the course will be new content not covered in the first three exams.

Research Assignments: Instructions will be forthcoming early in the semester. We will work with a librarian on accessing library research resources. The assignments will include certain tasks with deadlines, such as identifying a research topic, presenting a strategy for your research, and meeting/interacting with the librarian.

Intelligence Analysis Research Paper: Using the research references and research assembled, guided by the librarian, students will write their final intelligence analysis paper. The instructor will provide further instructions in a document on this assignment, located in the research paper folder. This assignment will require you to improve your communication skills (writing) along with your ability to analyze critically content about decision-making. This assignment should also expand your global awareness.

MORE ON DISCUSSION POSTS/CLASS PARTICIPATION

Students should find that this is an important aspect of the course. The course content can be very abstract, and students should participate in, and pay close attention to, the discussion

boards and the synchronous discussion sections of the course. Here students will find key themes, topics, and problems discussed. Students should log into Blackboard several times during the week to participate effectively in discussions and otherwise access the course calendar and content. Concerning discussion boards, students will submit:(1) a discussion post in response to a guided question (minimum of 250 words and maximum of 500 words); and,(2) respond to at least one of your classmate's posts (minimum of 100 words and maximum of 500 words). Be sure to submit your discussion post and response to your peers by the time and day set by the instructor to receive credit for your participation. Student posts must be of substance and offer something new, and responses should likewise offer something besides "I agree" without providing some new thought or evidence. Students should not plagiarize other students' postings. Here are some suggestions for successful posts: Write with the curiosity of university students. The instructor is more interested in doubts and the questions you raise rather than providing concrete answers. Given ultimately the goal of the content of this course relates to the prescriptive behavior of governmental and nongovernmental actors, there are no absolute answers to big picture issues. The expression of doubt and uncertainty is a skill to practice and develop. You are strongly encouraged to use the UTEP writing center for assistance in drafting all written work, including discussion boards, essays, and reviews. Examples of bad posts are those that simply repeat others' points or other forms of plagiarism, or otherwise are regurgitated answers from notes or texts that do not elicit much conversation or interesting dialogue. The instructor expects everyone to participate in class in a positive and appropriate way (see the "Online Netiquette and Effective Communication" section below). Keep in mind that class participation is more than just completing the scheduled assignments and taking exams — you should be willing to ask and answer questions, and contribute intellectually to class debates via online discussion posts. Before posting a discussion, please complete the assigned readings and go over the lecture notes. Full credit for a discussion post is awarded to those following the online netiquette and effective communication rules below.

OTHER COURSE POLICIES

This instructor abides by university policies, such as excused absences and attendance, as stated in the [UTEP Undergraduate Catalog](#). Please communicate with the instructor if you run into any problems that affect your ability to succeed in this course, in case the instructor can offer help or fair accommodations. It is the student's responsibility to understand university policies and their rights. In addition to university policies, the instructor adds the following:

Late Work: The course follows a timeline based on modules of work that include activities and assignments that will be completed in sequence. Students falling behind and submitting late assignments will increase the chance of failing this course. This is not a self-paced course. Work submitted late may incur a 25% reduction per day, and zero credit after four days. Please consult with the instructor if you face problems that may make it difficult or impossible to meet certain deadlines.

Attendance Policy (and make-ups): UTEP expects that students will not miss sessions without valid excuses. Since this course is asynchronous with no mandatory synchronous meetings or sessions, this will be tracked by monitoring how long ago a student has logged in after one or more assignments have been missed, or otherwise a pattern of absence dating more than a week. To deter lack of participation, the instructor may drop students, counting against the

UTEP six-course drop limit, who miss more than three class sessions (discussion boards, quizzes, exams, or other assignments) without a valid excuse. The instructor will attempt to contact any students who begin to miss assignments or do not log on into the course for a week or more. If you face complications with some of these sessions, please note this to the instructor at the outset of the course. Valid excuses for missed work include religious holidays, recognized university related activities (with Dean of Students letter), and military leave. In addition, I add the following policies:

- The instructor reserves the right to accept, or not, excuses related to medical issues. Naturally, it is sometimes infeasible to document in advance time lost due to illness. The exception is planned surgeries and appointments (not normal check-ups). Any class time missed will be unexcused without medical or other valid documentation. Documentation in Spanish is permissible. Students with severe medical problems resulting in substantial absence may want to consider a complete withdrawal from the university for medical purposes (this requires dropping all courses, with permission from the Registrar {it is not automatic}). That is an option when multiple courses are affected. In cases where there is a significant, and documented, loss of time, the instructor may withdraw a student (excused) or work with the student to set up an “incomplete” grade and course of action. The course of action established will depend on the amount of time and assignments the student missed and the estimated chance of the student passing the course. The more the work of a course is completed, the more an incomplete grade may be coordinated.
- Absences/missed assignments due to conflicts with work, child care, etc. that make it impossible for you to attend to this class regularly are not permitted. If you know you will have scheduling conflicts with this class, then you should make other arrangements or post-pone this class until a future semester. Treat this course as you would a professional job in which you cannot miss work; set yourself up for success.
- The instructor may not accept missed exams or quizzes due to family hardship or family medical problems as valid excuses. For example, helping family members move, picking up at the airport, driving family members to medical appointments when you know they conflict with class, and other such activities, will not be permitted as valid excuses. Emergencies such as deaths in the family must be documented, unfortunately.
- Missing any course assessments and work due to vacations and pre-booked travel arrangements are not valid excuses for make-ups. Note the date for the final exam on the course calendar. Moreover, please note that the university has used language on the academic calendar that confuses some students by stating the “last day of classes”, which means last normal class session excluding the final exams. There is a separate final exam calendar for each academic semester and term. See: [Final Exam and Semester Calendars website](#)

Safety and Disruption: It is expected that students will treat the instructor and other students with respect, including refraining from disparaging remarks, personal insults, derogatory comments, and other unprofessional behavior, in person or electronically. Any problem related to rude conduct, or any threats to violence, etc., may result in the student being dropped from the course by the instructor and/or reported to the Dean of Students. Please also note that this course involves discussion of countries hostile to the USA, but it is important to maintain an objective and analytical approach to this subject matter and not debase course discussions with comments that are racist. There are at least two sides to every dispute.

Online Netiquette and Effective Communication

This is a political science course and we will be discussing at times sensitive and controversial topics. Please avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views. It is essential that the utmost respect and professionalism be adhered to in all exchanges between class members. Please carefully read the following rules for online etiquette and effective communication:

- Language: Given the absence of face-to-face clues (such as in Discussion Boards), written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- Respect: A web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are inappropriate in a Web-based course as well. Treat your professor and your fellow students with respect. Remember that members of the class and the instructor will be reading any postings.
- Be Forgiving: If someone states something that you find offensive, mention this directly to the professor in an email. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can be addressed with the help of the instructor. In cases where students remain in dispute, and this affects the atmosphere of the course or senses of threat, the Office of Student Conduct and Conflict Resolution (OSCR) will be contacted: [Office of Community Standards website](#). The instructor will not tolerate unprofessional conduct, which will be dealt with swiftly through the University.
- This is Permanent: Think carefully about the content of your message before contributing it. Once sent, there is no taking it back. 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. Always consider your audience and remember that the instructor and other class members will be reading what you write.
- A Private Environment: Blackboard is not a public internet venue; all postings to it should be considered private and confidential within the course. Whatever is posted in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

No inappropriate behavior will be tolerated and it is at the professor's full discretion to report a student for any inappropriate behavior.

Academic Dishonesty: The instructor follows the university policies on academic honesty concerning cheating and plagiarism. Such acts will not be tolerated. Students will be reported to OSCR. To learn more see the [HOOP: Student Conduct and Discipline](#). Here is a list of forms of academic dishonesty:

- Plagiarism: The use of other people's words, ideas (concepts, sentence or paragraph structure or phrasings), songs, or images without documentation or their consent. The

instructor will use anti-plagiarism software to evaluate papers for non-original content. One can avoid plagiarism by being honest and using proper style guidelines concerning citations, footnotes, or endnotes for passages in the text that are borrowed or inspired by other person's works. This course involves exams that are open book. This means that if you use content from our textbook, or other sources, you must cite this source. You should most often paraphrase and use quotations sparingly. When using quotations, you must cite page numbers when available. The vast majority of words in an exam or paper should be one's own; writers need to put work that is cited in a context, such as an argument, and not rely on other authors to provide the argument. If you do not know how to paraphrase properly, please seek help from the University Writing Center. See the paper guidelines for other instructions and tips.

- Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test.
- Collusion involves collaborating with another person to commit any academically dishonest act. One example of collusion is preparing a discussion entry for another person or having someone prepare a discussion entry for you. The instructor encourages students to study together and work collectively; however, working together to write any part of a written assignment, research paper, and/or exam is collusion.
- USE OF ARTIFICIAL INTELLIGENCE: 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 Community Standards. Consider how this will affect your credibility as a writer and scholar before doing so.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

Copyright law protects all the materials used in this course. Course materials are only for the use of students enrolled currently in this course, and only for the purpose of this course, and may not be further disseminated.

READINGS

The information for text for this course is from the UTEP Bookstore: Donald M. Snow, *When Should America Fight?*, Rowman & Littlefield, 2023. eBook ISBN 13: 9781538169452, Print ISBN 13: 9781538169438

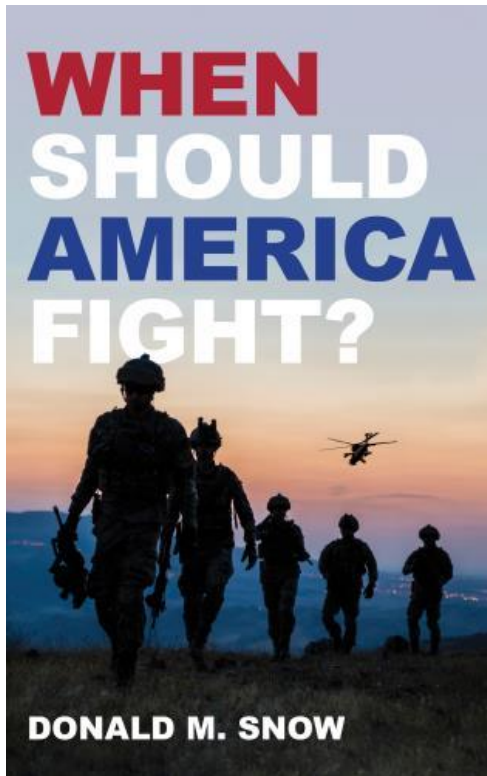


Figure 1 Image of Textbook Front Cover

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you require specific accommodations and support services, please contact the Center for Accommodations and Support Services (CASS). Please keep in mind that accommodations need to be requested at least two weeks (or a month if advance planning, such as the acquisition of books-on-tape, is required) prior to the beginning of the semester. Here is the contact information see the [CASS website](#); phone: (915) 747-5148; fax: (915) 747-8712; e-mail: cass@utep.edu location: UTEP Union Building East Room 106. The Student is responsible for presenting to the instructor any CASS accommodation letters and instructions before arrangements need to be made for exams, quizzes, or other needs.

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 Technology Support as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

UTEP TECHNICAL SUPPORT

The University of Texas at El Paso offers complete technical information and Help Desk support at: <https://www.utep.edu/technologysupport/about/HelpDeskChat.html>. For a webpage on Blackboard for UTEP Students and what is required for Remote Learning, including topics such as required technology, software, internet access, etc., please see: https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

Most disruptions to the submission of assignments or participation in the course can be reduced by following the necessary technology requirements to operate online. The instructor promises to be understanding and flexible in cases where there are disruptions and unforeseen problems beyond the control of the student, ranging from the university taking Blackboard offline to a zombie apocalypse. We should often have prior knowledge about planned blackboard maintenance and similar issues. The instructor strongly suggests that students save all of their work as evidence (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup in case there is a technical issue with the course website, network, and/or your computer. 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, you can always email the instructor (crboehmer@utep.edu) your back-up document. However, this is just to prove you completed the assignment. The instructor will ask you to resolve your technology issues and submit the assignment via Blackboard once they are resolved.

OTHER SOURCES OF HELP

University Writing Center (UWC): This is an important resource for improving student writing skills, including topics such as how to argue a point in a paper, how to use APA style and cite references properly, and otherwise organize a paper. Note that academic disciplines often have different writing styles, and the social sciences can be different from other areas such as the humanities, such as a strong focus on clarity as opposed to poetic prose. Students can submit papers for assistance with writing style and formatting and ask a tutor for help and explore other writing resources.

When in doubt, ask [Dr. Charles Boehmer](#), the instructor