

SEMINAR IN INTELLIGENCE AND NATIONAL SECURITY INSS 3302 (CRN #17096/13017)
THE UNIVERSITY OF TEXAS AT EL PASO
Fall 2021

I. Diana I. Bolsinger

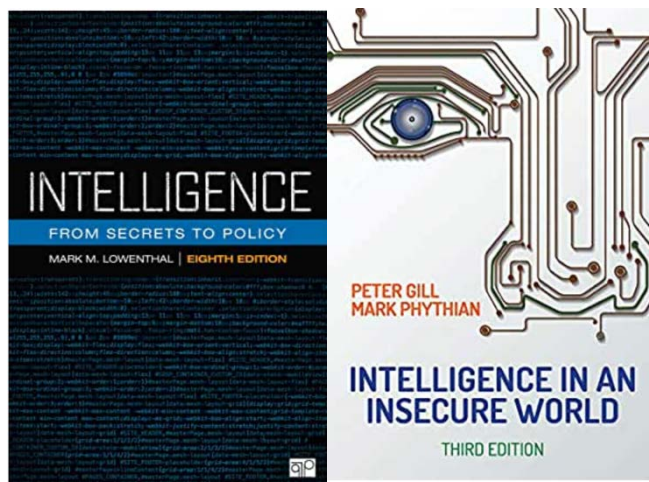
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II. TEXTBOOK

Gill, P., & Phythian, M. (2012). *Intelligence in an Insecure World* (3rd edition). Polity Press: Malden, MA. ISBN: 978-1509525201

Lowenthal, M. M. (2016). *Intelligence: From Secrets to Policy* (7th edition). CQ Press: Los Angeles, CA. ISBN: 978-1506342566



Additional reading assignments will be posted on Blackboard.

III. COURSE OBJECTIVES

Upon satisfactory completion of this course, the student will be able to:

- Analyze the role and limits of intelligence in key aspects of national security policy-making
- Evaluate the efficacy, legality and morality of intelligence activities
- Demonstrate understanding of the relationship between intelligence producers and consumers

- Demonstrate understanding of the use and the limits of the concept of intelligence cycle
- Demonstrate understanding of the reasons for intelligence failures and how lessons can be learnt from previous mistakes
- Demonstrate understanding of the relationship between intelligence and counter-intelligence
- Recognize some of the key similarities and differences between intelligence in democratic and authoritarian states
- Recognize and evaluate the challenges facing intelligence services in the contemporary world

COURSE CATALOG DESCRIPTION

This course examines the scope and breadth of contemporary intelligence and national security issues. It serves as a professional overview of the field, detailing the structure and interrelationships of both private sector and government security bureaucracy. Emphasis will also be placed on understanding the role of science in security matters.

IV. COURSE REQUIREMENTS

A. Exams (25% each for 25% of your grade)

There will be two exams during the semester. Each exam will include multiple choice and short-answer questions. The final exam will only cover material taught since the midterm. Exam 1 is due on **September 12th** at 11:59pm and Exam 2 is due on **October 9th** at 11:59.

If you know in advance that you cannot take an exam during its scheduled time period, you must contact me well before the exam. If you miss an exam due to an emergency on the day of the exam, you must contact me as soon as possible. I will require documentation supporting your excuse for missing the exam to determine whether you will be given a makeup exam.

Information covered on the exams will be taken from **both** the assigned readings and material posted on our Blackboard shell. Not all the information in the book will be covered in the class. You are not responsible for the text material not assigned, but you will be tested on how well you learned all assigned book and other course material.

You are not allowed to collaborate with other students on exams.

B. Short Research/Thought Paper (25% of your grade)

Each student will submit a 10-15 research paper during the final week of the semester. The list of pre-approved topics and a rubric for the assignment are available on Blackboard. If you want to write on an issue not listed on the list, please contact the instructor. Your presentation must represent your own independent research. (Please see appendices for additional details.)

C. Attendance and Class Exercises (25% of your grade)

Participation in discussions and other activities will be graded according to the following criteria:

- 1) How well does the answer demonstrate critical thinking?
- 2) Does the student incorporate course material and/or current events into the answer? and
- 3) Does the student provide an accurate and thorough answer?
- 4) Does the student support and respect his/her classmates' learning?

V. OVERALL COURSE GRADING SCALE

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = below 60%

NOTE: Final grades are a weighted average of assignments and exam grades. This means that 100 points on your weekly homework is not equal in value to 100 points on your midterm or final.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge

on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

VI. COURSE COMMUNICATION

Please note that I will only use your UTEP email to communicate with you.

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 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. To remember that our classroom is not a public venue. Class discussions are private. Think of this as preparation for a career where you may be entrusted with classified national security documents.
- Respect other's views. I encourage debate, but please focus on ideas rather than personalities. Personal attacks are unacceptable and will result in lowered grades, at minimum.
- To seek help when you need it.

¹ 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/>

VII. TECHNOLOGICAL PROBLEMS/QUESTIONS

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. **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.**

Professors are not technical support staff.

Phone: 915.747.4357 or toll free: 1-877-382-0491

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

In-Person: UTEP Library, Room 300

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.

CHECK YOUR TECHNOLOGY

- 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.
- 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.
- 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
- Verify that you have the most updated version of "Java" <http://java.com>.
- All word documents should be saved with a "docx" extension identifying it as a Microsoft Word file or compatible with MS Word, Windows Media Player, Quick

Time, Adobe Reader, Adobe Flash Player

VIII. ACADEMIC DISHONESTY

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:
https://www.utep.edu/student-affairs/osccr/_Files/docs/Student%20Conduct%20and%20Discipline.pdf

IX. STUDENTS WITH SPECIAL NEEDS

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

X. 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.

XI. CLASS CALENDAR*

Most of the reading assignments are from the two textbooks for this course. However, some journal articles are also required reading. All journal articles linked in the weekly modules and are available via the UTEP Library. As you see, this is an intense course that covers a full semester of material in seven weeks. You are responsible for keeping up with all assignments.

Weeks	Topic	Primary Reading
Week 1: August 23-29	Module 1: What is Intelligence?	Gill & Phythian, ch. 1; Lowenthal, ch. 1
	Module 2: Studying Intelligence	Gill & Phythian, ch. 2
Week 2: August 30-September 5	Module 3: Collecting Intelligence	Gill & Phythian, ch. 3; Lowenthal, ch. 5
	Module 4: Analyzing Intelligence	Gill & Pythian, ch. 5; Lowenthal, ch. 6
Week 3: September 6-12	MIDTERM	Study Guide on Blackboard
	Module 5: Intelligence & Policymakers	Gill & Phythian, ch. 6; Lowenthal, ch. 9
Week 4: September 13-19	Module 6: Intelligence Failures	Gill & Phythian, ch. 7
	Module 7: What is Covert Action?	Lowenthal, ch. 8
Week 5: September 20-26	Module 8: Counter-intelligence & Security	Lowenthal, ch. 7
	Module 9: Intelligence to Counter Terror	Sims (2007); Jones (2020), Available on Blackboard
Week 6: September 27-October 3	Module 10: Ethics & Accountability	Gill & Phythian, ch. 8; Lowenthal ch. 10
	Module 11: Intelligence in Authoritarian States	Andrew & Elkner (2003); Golkar (2012), Available on Blackboard
Week 7: October 4-9	Module 12: Preparing for the Future	Lowenthal, ch. 12
	FINAL EXAM	Study Guide on Blackboard

*This calendar is subject to change.

Appendix A: Research Papers

You will each be expected to submit a 10-15 page research paper on an intelligence-related topic. (Your cover and bibliography page don't count towards the total.)

For all presentations, **please focus on answering the following points:**

1. Provide a brief overview of the topic and why it matters.
2. If you're discussing a covert operation, please also explain what it was intended to accomplish and why it was thought necessary. Do you agree that it was a good idea? Why or why not?
3. Describe what actually happened. What went right or wrong?
4. Explain why you thought the operation or analysis was successful or failed.
5. Tell your reader what lessons you draw from this success or failure.

Note: Students in previous semesters most often have lost points by focusing exclusively on the facts of the events themselves. You do need to explain these details, but I'm most interested in your thoughts and analysis.

Covert Operations (and More):

- Operation Ajax (1953) – Reinstalling the Shah of Iran
- Project AEDinosaur (1958) – “The Zhivago Affair”
- The FBI's COINTELPRO program (1960s to early 1970s)
- Operation Cyclone (1979-1989) – Fighting the Soviets in Afghanistan
- The “Canadian Plan” (1980) – Rescuing U.S. diplomats from Iran
- QRHelpful (1980s)—Supporting resistance to Communist rule in Poland
- Coup in Chile (1973)—Ousting a democratically-elected leader
- Extraordinary renditions—Extralegal capture of foreign terrorists
- “The Crown Jewels”—CIA operations against U.S. citizens
- Operation Jawbreaker (2001)—Tracking Osama Bin Laden
- Stuxnet (2005)
- Finding Osama Bin Laden (2011)
- "Enhanced Interrogation" or torture?
- Vladimir Putin's use of intelligence against his domestic rivals
- The Iranian Basiji and the use of intelligence against the domestic population
- How states are using the Pegasus Spyware is being used against dissidents around the world

Intelligence Successes and Failures

- Pearl Harbor Attack (1941)
- Bay of Pigs Invasion (1961)
- Tet Offensive (1968)
- Iranian Revolution (1979)
- September 11th terrorist attacks (2001)
- Iraqi Weapons of Mass Destruction (2002)
- George Washington's use of intelligence (1776-8)
- President Lincoln's use of intelligence (1861-5)

Appendix B: Rubric for Research Papers

Criteria	Excellent	Good	Needs Improvement
Research Question	Paper clearly states research question	Research question is there, but not clearly stated	Paper fails to address a central question
Paper Structure	Structure of the paper is logical and easy to follow. The paper has an introduction, body, and conclusion	Paper meanders at points.	Paper appears largely to be "made up as it goes along," no clear order of topics.
Logic and Coherence	Paper's argument and purpose are clearly defined and consistently referenced	Paper begins with central argument but soon loses that focus	Paper lacks a logical or purposeful argument
Factual Support	Argument is clearly supported by facts.	Paper makes a plausible argument, but offers little support for claims	Paper fails to provide examples or facts to support argument