

INSS 3310: Intelligence & Counterterrorism (CRN 19852)
Physical Science Building 314, Mondays 6:00 – 8:50pm
UNIVERSITY OF TEXAS AT EL PASO
Fall 2022

I. INSTRUCTOR: Diana I. Bolsinger
Office Hours: Mondays, 1:00-4:30pm in Kelly Hall #213B, or on Zoom as convenient
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II. OVERVIEW

Welcome to INSS 3310: Intelligence & Counterterrorism

What is terrorism? Why does someone choose to become a terrorist? How can we best prevent terrorist attacks? How, too, do we preserve a free and democratic society in the face of those who want to use our freedoms to attack the innocent?

This class addresses these questions, looking specifically at the role of intelligence in preventing terrorist attacks and tracking down the culprits. We'll look at how terrorism has affected our society, how terrorism is changing, and why American society remains vulnerable to attack more than 20 years after September 11th. We'll look, too, at how terrorism has changed the United States and the larger world around us.

I'll draw on my decades working as an officer in the CIA's Counterterrorism Center and the Office of the Director of National Intelligence's National Counterterrorism Center to help you understand how important intelligence collection and analysis is to our fight against terrorism. We'll also weave in current events to provide a real-world context for our studies.

III. COURSE OBJECTIVES:

Learning Outcomes	Assessment
<ol style="list-style-type: none">1. Students will understand how historical and cultural factors shape the terrorist threat.2. Students will describe how intelligence collection and analysis underpin counterterrorist operations.3. Students will identify how the United States is vulnerable to terrorism and how U.S. intelligence and national security agencies address these vulnerabilities4. Students will discuss and define the constitutional and civil liberties issues raised by domestic counterterrorist intelligence collection, surveillance, and prosecution.	<ul style="list-style-type: none">• An online mid-term and comprehensive final to assess understanding of the course content• Participation in simulated scenarios, exercises, debates, and other class activities• Class presentations and written memoranda on terrorist threats to deepen understanding of counterterrorist operations and provide practice in briefing skills

University Catalog Description

This course will examine the evolution and dynamics of contemporary counterterrorism and political violence, particularly as it pertains to the activities of the global Salafist movement. Special emphasis will be placed on the development of U.S. counterterrorism policy and U.S. intelligence efforts to identify and track terrorist threats around the world. Attention will also be given to collection and analytical issues associated with monitoring, penetrating, and ultimately countering terrorist cells and networks. Prerequisite: INSS 3302 with a grade of "C" or better (may be taken concurrently).

IV. TEXTBOOK



Robert W. Taylor and Charles R. Swanson, *Terrorism, Intelligence & Homeland Security, 2nd Edition* (New York: Pearson, 2018).
ISBN: 978-0134818146

Note: You are expected to do all readings, but please don't think that I expect you to pay the full \$149.32 for a new copy of this textbook. You have multiple alternatives. Used copies are available at roughly half price. You may rent copies from Amazon for \$35.57 for the semester. Finally, I have put two copies of the textbook on three-hour reserve in the UTEP Library. Please choose whichever option best fits your circumstances.

A Note on Grading.

Please note that a C or average work is that which meets the basic course requirements, and good or B work exceeds requirements. On the other hand, Excellent or A work greatly exceeds the basic course requirements.

Grading Scale.

Points	Grade	Meaning
900-1000	A	Excellent
800-899	B	Good
700-799	C	Acceptable
600-699	D	Barely Acceptable
<600	F	Fail

Extra credit. I will periodically make available opportunities to earn extra credit, for a total of—at most—25 points per term. These opportunities will be offered to the class as a whole. No special extra credit arrangements will be made for individual students. **All students will receive an additional 25 points extra credit towards their participation grade if 75% of the class completes the end-of-semester course evaluations.**

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. The highest grade possible for late assignments will drop by 10% every day past the due date.

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. ASSIGNMENTS IN BRIEF

Assignment	Pts.	% of grade	Due Date
Class Participation	250	25	Weekly
Take-home Midterm	250	25	October 17-23 (Week 9)
Threat Assessment Presentations	100	10	Nov. 21/28 (Weeks 14 & 15)
Threat Assessment Memos	150	15	December 1 (Last day of classes)
Take-home Final Exam	250	25	December 5 - 9
Total	1000	100	

Assignment Descriptions.

Class Participation-25% of course grade (250 points)

Students will participate in multiple individual and group activities most weeks. Activities will be designed to expand students' understanding of the social and historical contexts which shape terrorist movements, how intelligence and national security agencies combat terrorism, and how to assess the nation's vulnerability. Special emphasis will be put on the constitutional, ethical, and practical differences between combating foreign and domestic terrorist groups.

Midterm exam- 25 % of course grade (250 points)

The online midterm will be taken at home and administered during **Week 9: October 17-23, 2022**. There will be no time limit for the exam, which will consist of two essay questions. You will be provided with directions for accessing the exam and a study guide to help you familiarize yourself with the testing system in advance.

Threat Assessment Presentation- 10% of course grade (100 points)

Each student will make an 8-10 minute presentation to the class reporting on their findings regarding the terrorist threat in the country or region of their choice. Please see the appendix to this syllabus and/or the course Blackboard page for further information. Presentations will be given on November 21st and November 28th (Week 14 and 15), with students randomly assigned to earlier or later dates.

Threat Assessment Memorandum – 15% of course grade (150 points)

Rather than writing a traditional term paper, INSS 5310: Terrorism and Intelligence

students will draft a memo assessing the terrorist threat in a country or region and making recommendations for how this threat should be addressed. Directions for this memo are provided in the appendix to this syllabus and on the course Blackboard page. Specific student questions will be addressed in class. Undergraduate memos are expected to be 8-10 pages in length while graduate student memos should be 15-20 pages. Students may choose any recognized citation style (APA, Chicago, etc.), but are expected to use this style consistently and correctly. All memos will be due on December 1, 2022, the final day of Fall 2022 semester classes.

Comprehensive final exam- 25% of course grade (250 pts.)

Students will take a final online exam, which will be made available at 11:59pm on **December 1st** and will be due at **11:59pm on December 8th, 2022**. The exam will consist of two essay questions for undergraduate students and three essay questions for graduate students. These exams will be open book. You have no time limit for answering the questions, but there will be no extensions for any reason. You will be provided with directions for accessing the exam and a study guide to help you familiarize yourself with the testing system in advance.

VII. COMMUNICATION

Please note that I will only use your UTEP e-mail to communicate with you.

General expectations.

Students are encouraged to be actively engaged in their own their 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.*

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 course's learning objectives while adhering to the time expectations for the course.
- To give midterm and final exams that accurately reflect the material covered in class.

I can expect you:

- To participate fully in all 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

* 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/design/teach/design/syllabus/samples-policiesexpectations/>

environment for discussion and debate. **All communication must be free of vulgar, offensive, and/or discriminatory language.** You are encouraged to share your views. Your opinion should be presented as such (not as a fact) and supported by valid, factual arguments. You may also provide constructive criticism of other opinions. 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. Class discussions are private and are to be shared only with other class members. 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 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 your area. For more information about the current rates, testing, and vaccinations, please visit <https://www.epstrong.org>.

VIII. COURSE SCHEDULE

You are expected to complete all assigned readings before that week's class.

Please be aware that I will also assign relevant short newspaper and other articles if a significant terrorist/counterterrorism event occurs during the term. My goal with these additional readings will be to make the course more relevant for you and to enrich our course discussions. I strongly encourage you to keep up on the news on your own as well.

You can find the links for all articles except our Taylor & Swanson textbook in Blackboard, listed under the week they are assigned.

Week 1: Introduction to Terrorism and Counterterrorism - August 22, 2022

Week 2: Understanding Terrorism - August 22, 2022

Taylor and Swanson, ch. 1: "Defining, Conceptualizing, and Understanding Terrorism," 1 - 31.

Shaila Dewan, Mitch Smith, Gray Beltran, and Troy Closson, "In May, a Month of Mass Shootings, One After Another," *New York Times*, July 7, 2022.

Gina Bennett, "What I Have Learned About Countering Terrorism," *Studies in Conflict & Terrorism* 42, No. 3 (2019): 328-334.

Optional:

Ganor, Boaz, "Defining Terrorism: Is One Man's Terrorist another Man's Freedom Fighter?" *Police Practice and Research*, Vol. 3, No. 4 (2002), pp. 287-304.

Week 3: No Class Meeting on Labor Day - September 5, 2022

Week 4: Ideology and Terrorism - September 12, 2022

Taylor & Swanson, ch. 2: "Political Ideology and the Historical Roots of Terrorism," 38 - 65.

Jeffrey Kaplan, *Terrorist Groups and the New Tribalism* (New York: Routledge, 2010), ch. 2, "Rapoport's Four Waves Theory (Revisited and Ever-So-Slightly Revised), 33 - 45.

Optional:

Jonathan Fine, "Contrasting Secular and Religious Terrorism," *Middle East Quarterly*, Winter 2008, 59-69.

Week 5: Terrorist Organizations and Operations - September 19, 2022

Taylor & Swanson, ch. 5: "Terrorist Organizations and Structures," 119 - 144, and ch. 6: "Critical Processes of Terrorist Organizations," 152 - 174.

Mia Bloom, "Constructing Expertise: Terrorist Recruitment and 'Talent Spotting' in the PIRA, Al Qaeda, and ISIS," *Studies in Conflict & Terrorism* 40, No. 7 (2017): 603-623.

Optional:

Michael Freeman, "The Sources of Terrorist Financing: Theory and Typology," *Studies in Conflict & Terrorism* 34, No. 6 (2011): 461 - 475.

Week 6: Radical Islamic Terror - September 26, 2022

Taylor & Swanson, ch. 3: "Understanding the Middle East and Islam," 70 - 84, and ch. 4: "The Rise of Radical Islam," 89 - 115.

Barak Mendelsohn and Colin P. Clarke, "Zawahiri's Legacy and the Prospects for an al-Qaeda Revival," *Lawfare*, August 2, 2022.

Daniel Byman and Asfandyar Mir, "Assessing al-Qaeda: A Debate," *Studies in Conflict & Terrorism* (2022), 1 - 30. (Prepublication)

Optional:

Colin P. Clarke, "Using the McKinsey 7S Framework to Assess Al-Qaeda Over Three Decades: Lessons for the Future," *ICCT Research Paper*, December 2019, 1 – 29.

Week 7: State-Sponsored and Special-Issue Terrorism - October 3, 2022

Taylor & Swanson, ch. 7: "Typologies of Terrorism: State-Involved and Single or Special Issue Movements," 180 - 205.

Bruce Hoffman, Jacob Ware & Ezra Shapiro, "Assessing the Threat of Incel Violence," *Studies in Conflict & Terrorism* 43, No. 7 (2020): 565-587.

Optional:

Zeynab Malakoutikhah, "Iran: Sponsoring or Combating Terrorism?" *Studies in Conflict & Terrorism* 43, No. 10 (2020): 913-939).

Week 8: Left and Right Wing Terrorism - October 10, 2022

Taylor & Swanson, ch. 8: "Typologies of Terrorism: The Right and Left Wings and Separatist or Nationalist Movements," 213 -239.

Amarnath Amarasingam, Marc-André Argentino, and Graham Macklin, "The Buffalo Attack: The Cumulative Momentum of Far-Right Terror," *CTC Sentinel* 15, No. 7 (2022).

Graham Macklin, "The El Paso Terrorist Attack: The Chain Reaction of Global Right-Wing Terror," *CTC Sentinel* 12, No. 11 (2019).

Lauretta Charlton, "What Is the Great Replacement?" *New York Times*, August 6, 2019.

Optional:

National Security Council, "National Strategy for Countering Domestic Terrorism," June 2021.

Week 9: MIDTERM - October 17 - 23, 2022 (No Class)

Week 10: Intelligence and Terrorism - October 24, 2022

Taylor & Swanson, ch. 9: "Intelligence and Terrorism," 246 - 264.

Phillip Mudd, "Understanding Terrorism Analysis," *Intelligencer* 20, No. 3 (2014): 65 - 69.

Erik J. Dahl, "The Plots that Failed: Intelligence Lessons Learned from Unsuccessful Terrorist Attacks Against the United States," *Studies in Conflict & Terrorism* 34, No. 8 (2011): 621 - 648.

Optional:

Paul Cruickshank, "A View from the CT Foxhole: Rebecca Weiner, Assistant Commissioner for Intelligence Analysis, NYPD, and Meghann Teubner, Director of Counterterrorism Intelligence Analysis, NYPD," *CTC Sentinel* 12, No. 1 (2019).

Week 11: Intelligence, Terrorism, and the U.S. Constitution - October 31, 2022

Taylor & Swanson, ch. 10: "Intelligence, Terrorism, and the U.S. Constitution," 269 - 292.

Barbara McQuade, "Not a Suicide Pact: Urgent Strategic Recommendations for Reducing Domestic Terrorism in the United States," *Texas National Security Review* 5, No. 2 (2022): 110 - 122.

Optional:

Eric Halliday and Rachael Hanna, "Case Summary: Fourth Circuit Upholds Terrorism Watchlist Database," *Lawfare*, June 17, 2021.

Week 12: Homeland Security - November 7, 2022

Taylor & Swanson, ch. 11: "Homeland Security," 298 - 327, and ch. 14, "Combatting Terrorism," 387 - 416.

Dov S. Zakheim, "What 9/11 Has Wrought: September 11: A Decade Later," *Middle East Quarterly* 18, No. 3 (2011): 3 - 13.

Optional:

Philip Doty, "U.S. Homeland Security and Risk Assessment," *Government Information Quarterly* 32, no. 3 (2015): 342-352.

Week 13: How Vulnerable Are We to Terrorism? - November 14, 2022

Taylor & Swanson, ch. 12: "America's Vulnerability to Terrorism," 334 - 350, and ch. 13: "Emergency Management," 355 - 382.

Gary A. Ackerman, Zachary Kallenborn, and Philipp C. Bleek, "Going Viral: Implications of Covid-19 for Bioterrorism," *CTC Sentinel* 15, No. 5 (2022): 1 - 10.

Week 14: The Future of Counterterrorism - November 21, 2022

Taylor & Swanson, ch. 15: "Terrorism, Intelligence, and Homeland Security: The Future," 423 – 439.

Brian Michael Jenkins, "The Future Role of the U.S. Armed Forces in Counterterrorism," *CTC Sentinel* 13, No. 9 (2020): 24 - 39.

Boaz Ganor, "Artificial or Human: A New Era of Counterterrorism Intelligence?" *Studies in Conflict & Terrorism* 44, No. 7 (2021): 605 - 624.

Note: Threat Assessment Presentations Due

Week 15: Review and Threat Assessment Presentations

No assigned readings.

IX. TECHNOLOGY

To participate in this class, you must have a working UTEP e-mail with access to the Internet. In addition, you will need a computer capable of accessing the UTEP Blackboard learning management system, which operates most smoothly using the Mozilla Firefox and/or Google Chrome platforms. We will use Microsoft Office Suite (Word, PowerPoint, Excel, Adobe, Flash Player, and QuickTime). You also will need a webcam and microphone. **If you have questions about operating in the Blackboard Learning System, please check out the resources available at <https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html>.**

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

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

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

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

In-Person: 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 for accessing exams and using the discussion board.
 - B. Blackboard Learning Management System. This entire course is provided through UTEP's Blackboard system, so students must activate and regularly use their
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Blackboard. accounts. Always login 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 Blackboard. Contact UTEP tech support for any questions or concerns regarding navigating in Blackboard or learning how to do something in B.B.

- C. Browser Information: Firefox seems to work the most consistently with Blackboard, but other supported browsers include Chrome, Safari, and Internet Explorer. Be sure to allow popups for Blackboard and clear your browser cache.
- D. Verify that you have the most updated version of Java at <http://java.com>.
- E. All word documents should be saved with a docx extension identifying it as a Microsoft Word file or compatible with Microsoft Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player

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 that 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 directly copying 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. 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

The course instructor will make 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 six courses over their entire academic career, including all courses taken at any public college or university in Texas.**

- A. If a student drops a course before the official census date, the course will not appear on the transcript and will not 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 due to excessive to submit assignments, discussion questions, or 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.
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Threat Assessment Projects and Presentations

Rather than writing a traditional term paper, INSS 5310: Terrorism and Intelligence students will draft a long memo assessing the terrorist threat in a country or region and making recommendations for how this threat should be addressed.

In your memo, you will have sections addressing the following questions:

1. What terrorist groups or activities are active in your country or region?

- What are these groups' motivations and goals? Please explain their ideology and how you would categorize them (i.e., religious, state-sponsored, right or left-wing, etc.).
- How do conditions in your area (such as poverty, ethnic or political tension, poor governance) feed the terrorist threat?
- What terrorist attacks have they conducted and what types of targets do they prefer (i.e., government buildings, religious or ethnic minorities, public venues such as theaters or restaurants, etc.)?
- Are the groups' activities focused within a single country or region or do you see them as a global threat?

2. Explain how you would target the terrorist threat in your country or regions.

- Would you use existing intelligence, police, and/or military institutions or design a new counterterrorism agency? If so, what powers and mission would you give your new agency?
- What type of intelligence collection do you need to conduct your counterterrorist mission?
- How would you handle captured terrorists? What about non-violent supporters?
- Would you design any projects to prevent radicalization? If so, please describe these programs.
- Explain how your counterterrorism plan protects civil liberties and the rights of the rest of your country/region's population.

Undergraduate students' memos should be 10 - 12 pages long, not counting cover pages or bibliography. Graduate students' memos should be 15-20 pages. You are expected to do your own original research, but I have provided you with multiple Internet links on Blackboard to help you identify the region and groups that interest.

You will present an 8-10 minute summary of your assessment to the class on either Thursday, November 17th or Thursday, December 1st.

Your written threat assessment is due at 11:59pm on December 1st (the last day of Fall 2022 classes).
