

**INSS 4301: INTELLIGENCE COLLECTION AND ANALYSIS (CRN 25382)  
UNIVERSITY OF TEXAS AT EL PASO  
FALL 2021**

- I. INSTRUCTOR:** Diana I. Bolsinger  
Office Hours: Mondays, 1:00-4:30pm in Kelly Hall #213B, or on Zoom as convenient  
E-mail: DiBolsinger@utep.edu

TA: Jessica Sumrall, jlsumrall@miners.utep.edu



**II. OVERVIEW**

**Welcome to INSS 4301: Intelligence Collection and Analysis!**

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

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

These are the building blocks of intelligence collection. Whether you ultimately end up working in the Intelligence Community (IC), national security, law enforcement, or elsewhere in government, you will in some way deal with intelligence. Developing a basic understanding of how intelligence is collected and analyzed will serve multiple purposes. First, you will be better at identifying potential careers and understanding what each 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. Second, you will be better positioned as a citizen to assess political claims and key debates over the proper role of intelligence collection in a democratic society.

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**III. COURSE OBJECTIVES:**

Learning Outcomes	Assessment
<ol style="list-style-type: none"> <li>1. Understand and identify the main collection sources and platforms</li> <li>2. Discuss and define intelligence analysis and how it fits into U.S. national security</li> <li>3. Understand the key debates related to collection and analysis, such as mass intelligence collection and politicization of intelligence</li> <li>4. Improve writing skills</li> </ol>	<ul style="list-style-type: none"> <li>• An online mid-term and comprehensive final to assess understanding of the course content</li> <li>• Reading quizzes to assess understanding of course content</li> <li>• Participation in team responses to simulated scenarios, discussion boards, debates, and other class activities</li> <li>• Two written analyses applying course material to real-world events allow practice in written briefing skills</li> </ul>

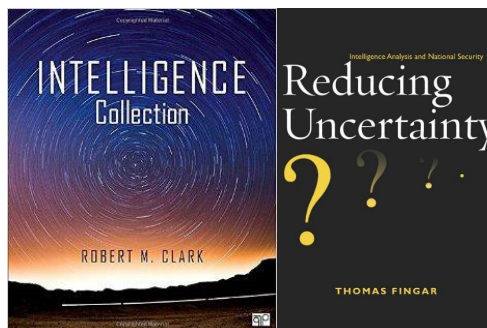
**University Catalog Description**

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

**IV. TEXTBOOKS**

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

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



## V. ASSIGNMENTS AND EVALUATION

### A Note on Grading.

Please note that a C or average work is that 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.

**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	When will you have to do it?
Reading quizzes	200	20	Most weeks
Participation in scenarios and discussion boards	200	20	Every week
Midterm	200	20	<b>Week 8: March 7-13, 2022</b>
Short Papers	200	20	<b>Report #1:</b> Collection applications: <b>Week 7: March 6, 2022</b>  <b>Report #2:</b> Analytic success or failure: <b>Week 14: May 1, 2022</b>
Final Exam	200	20	<b>May 7-12, 2022</b>
<b>Total</b>	<b>1000</b>	<b>100</b>	

## **Assignment Descriptions.**

### ***Reading quizzes- 20% of course grade (200 pts.)***

Students will be responsible for taking multiple choice and short answer quizzes. Quizzes will be administered most weeks.

### ***Midterm exam- 20 % of course grade (200 points)***

The midterm exam will contain multiple-choice, fill-in-the-blank, and short answer questions. The exam will be taken at home and administered online during **Week 8: March 7-13, 2022**. 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.

### ***Activities-20% of course grade (200 points)***

Students will participate in multiple simulated intelligence activities. For example, students will collaborate to develop collection strategies, assess sources and methods, strategize to meet policymakers' intelligence needs, and reenact a response to a crisis scenario. Other class activities will include discussion boards and debates. You are expected to use proper online netiquette at all times.

### ***Comprehensive final exam - 20% of course grade (200 points)***

Students will take a final exam to be proctored online. The exam will contain multiple-choice, fill-in-the-blank, and short answer questions. This exam will be timed, taken at home, administered online, and **must be taken May 7-12, 2022**. 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.

### ***Two short reports- 20% of course grade (200 points/100 points apiece)***

Each student will submit two short papers (5-7 pages, not including cover pages or bibliography) during the semester. The first paper, connecting a means of intelligence collection to real world events, is due by 11:59pm on **March 6, 2022**. The second paper, analyzing an intelligence success or failure, is due on **May 1, 2022**.

More information on these assignments is available on our course Blackboard site under "Syllabus, Course Schedule, and Paper Assignment" tab.

I reserve the right to modify the course schedule throughout the semester for either logistical reasons or to take advantage of relevant current events.

## **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.<sup>i</sup>

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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 environment for discussion and debate. **All communication must be free of vulgar, offensive, and/or discriminatory language.** While it is appropriate to share your opinion on particular issues, 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. Postings on this site 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**

**This course will be conducted entirely online. There is still great value in reviewing the following UTEP guidance for staying safe during the COVID-19 pandemic:**

**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](mailto: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

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:** During the second half of the course, we will 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 and a brief discussion of careers in intelligence analysis. Next, we will cover its primary functions, focusing on how analysts can identify opportunities for decision-makers and help them think about future events. We will also discuss intelligence politicization.

Week	Topic	Primary Readings (Additional short articles may also be assigned)
Week 1: January 18-23, 2022	Module 1: Class Introduction	Clark, ch. 1 (optional),
	Module 2: Open Source intelligence	Clark, ch. 2 (required)
Week 2: January 24-30, 2022	Module 3: Human Intelligence	Clark, ch. 3
Week 3: January 31-February 6, 2022	Module 4: Communications intelligence	Clark, ch. 4
	Module 5: Cyber intelligence	Clark, ch. 5
Week 4: February 7-13, 2022	Module 6: Nonliteral intelligence and sensors:	Clark, chapters 6, 7
Week 5: February 14-20, 2022	Module 7: Intelligence Collection Platforms	Clark, ch. 8
	Module 8: Geospatial Intelligence	Excerpts from 5 Disciplines: 127-44 (on Blackboard)
Week 6: February 21-27, 2022	Module 9: Measurement and signature intelligence:	Clark, ch. 15
	Module 10: Biological sampling	Clark, ch. 16

Week 7: February 28-March 6, 2022	Module 11: Material Acquisition	Clark, ch. 17 <b>Report #1: Collection Applications -- due March 6, 2022</b>
Week 8: March 7-13, 2022	<b>MIDTERM</b>	Review Materials on Blackboard in Week 7
March 14-18, 2022	Spring Break	N/A
Week 9: March 21-27, 2022	Module 12: Intelligence Collection Management	Clark, ch. 18
	Module 13: Intelligence Analysis	Fingar chapters 1, 2
Week 10: March 28-April 3, 2022	Module 14: Identifying Opportunities	Fingar, ch. 3, 4
Week 11: April 4-10, 2022	Module 15: Estimative Analysis	Fingar, ch. 5
Week 12: April 11-17, 2022	Module 16: Politicization	McLaughlin, "Serving the National Policymaker"
		Davis, "Why Bad Things Happen to Good Analysts"
		Treverton, "Between 'Politicization' and Irrelevance" (All on Blackboard)
Week 13: April 18-24, 2022	Module 17: Intelligence Failure	Fingar, ch. 6
Week 14: April 25-May 1	Module 18: Intelligence Analysis: Lessons and Challenges	Fingar, ch. 7
		<b>Report #2: Analytic Success or Failure -- Due May 1, 2022</b>
Week 15: May 2 - 8, 2022	Review and Preparing for the Final	Review Materials on Blackboard under Week 15
May 7-12	<b>FINAL EXAM</b>	

## IX. TECHNOLOGY

This course will mostly be conducted online. 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 HelpDesk 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 Blackboard accounts. 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 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

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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>

**You are not allowed to access your readings, your notes, our course Blackboard site, or any resource except your own memory during either our class midterm or final.**

## **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](mailto:cass@utep.edu)

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## 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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<sup>i</sup> 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/>