

INSS 4301: INTELLIGENCE COLLECTION AND ANALYSIS (CRN 17973)
HYBRID COURSE
UNIVERSITY OF TEXAS AT EL PASO
FALL 2021

- I. **INSTRUCTOR:** Diana I. Bolsinger
Office Hours: By appointment.
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II. **OVERVIEW**

Welcome to Introduction to 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.

III. COURSE OBJECTIVES:

Learning Outcomes	Assessment
<ol style="list-style-type: none">1. Understand and identify the main collection sources and platforms2. Discuss and define intelligence analysis and how it fits into U.S. national security3. Understand the key debates related to collection and analysis, such as mass intelligence collection and politicization of intelligence4. Improve public speaking and writing skills	<ul style="list-style-type: none">• An online mid-term and comprehensive final to assess understanding of the course content• Reading quizzes to assess understanding of course content• Participation in team responses to simulated scenarios, discussion boards, debates, and other class activities• Two video presentations applying course material to real-world events allow practice in oral and written briefing skills

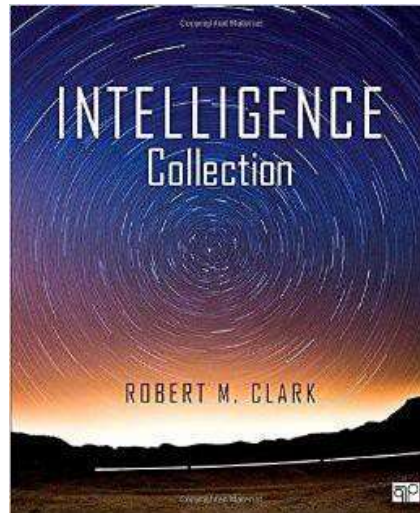
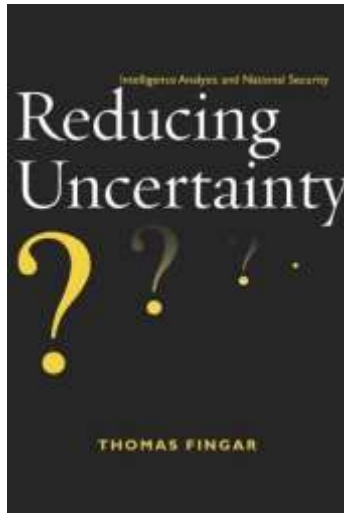
University Catalog Description

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)



IV. 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.

Pluses and minuses will be assigned for point totals within 19 points of the top or bottom of each grade range (i.e., a total above 800 and below 820 will receive a B- while one between 880 and 899 will receive a B+).

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.

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. 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.ⁱ

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, 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 epstrong.org.

VIII. 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 the [Blackboard Student Orientation](#) site.**

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 (Currently closed due to pandemic): 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 <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

IX. ASSIGNMENTS IN BRIEF

Assignment	Pts.	% of grade	When will you have to do it?
Reading quizzes	200	20	Most weeks,
Midterm	200	20	November 15-21, 2021
Participation in scenarios, discussion boards, and class debates	200	20	Most weeks
Comprehensive final	200	20	Week of November 29-December 34
Application presentations	200	20	You <u>must</u> sign up for two presentations during the first week of class
Total	1000	100	

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.

NOTE: Reading quizzes will include questions regarding the previous week's student application presentations (see below).

Midterm exam- 20 % of course grade (200 pts.).

Students will take an in-class midterm exam. The exam will contain multiple-choice, fill-in-the-blank, and short answer questions. The midterm will be taken at home and administered online during Week 5, **November 15-21, 2021**. 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 pts.).

Students will participate in multiple simulated intelligence activities. For example, student teams 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 exam- 20% of course grade (200 pts.).

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 between November 29 and December 3, 2021**. 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 application presentations- 20% of course grade (200 pts.).

Each student will present twice throughout the term. The presentation should connect the session's readings to a recent event (e.g., within the last five years). The briefing is expected to be brief, clear, and concise, and conducted ***in five minutes***. Students will have the choice of three options of how to present their findings:

1. As a video
2. As a narrated PowerPoint
3. As a 500-word Report

Since this assignment is meant to expose students to the numerous ways intelligence analysts brief policymakers, please do not choose the same option twice. Students will have the opportunity to sign up for their topic from the first day of class. NOTE: Students are expected to watch each week's presentations. Questions regarding the previous week's student application presentations are likely to appear on reading quizzes.

Additional guidelines for this assignment are provided on our Blackboard class site,

under both the Course Welcome and Week 1 tabs.

This course includes an entire semester’s worth of material presented within seven weeks. It will be intense and probably stressful. Please stay on top of your readings and assignments--you do not want to fall behind.

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

X. 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: The second half of the course begins with an investigation of the bulk intelligence collection controversy. We will then delve into intelligence analysis, the process of transforming raw or semi-finished intelligence into knowledge for national security decision-making. We begin with a discussion of how uncertainty impacts intelligence analysis 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 Beginning	Topic	Primary Reading (Additional short articles may also be assigned)
Week 1: October 18-24, 2021	Module 1: Class introduction	Clark, Ch. 1 (optional),
	Module 2: Open-source intelligence	Clark, Ch. 2 (required)
	Module 3: Human intelligence	Clark, Ch. 3
Week 2: October 25-31, 2021	Module 4: Communications intelligence	Clark, Ch. 4
	Module 5: Cyber intelligence	Clark, Ch. 5
	Module 6: Nonliteral intelligence and sensors:	Clark, Ch's. 6 & 7
Week 3:	Module 7: Intelligence collection platforms	Clark, Ch. 8
	Module 8: Geospatial Intelligence	Excerpts from 5

November 1-7, 2021	Module 9: Measurement and signature intelligence	<i>Disciplines: 127-44 (On Blackboard)</i> Clark, Ch. 15
Week 4: November 8-14, 2021	Module 10: Biological sampling Module 11: Materiel acquisition Module 12: Intelligence collection management	Clark, Ch. 16 Clark, Ch. 17 Clark, Ch. 18
Week 5: November 15-21, 2021	MIDTERM Module 13: Intelligence analysis overview	Fingar, Chs. 1, 2
Week 6: November 22-28, 2021	Module 14: Identifying opportunities Module 15: Estimative analysis Module 17: Intelligence Politicization Module 18: Intelligence Failure	Fingar, Chs. 3, 4 Fingar, Ch. 5 Gentry, "A New Form of Politicization? Has the CIA Become Institutionally Biased or Politicized?" (On Blackboard) Fingar, Ch. 6
Week 7: November 29-December 3, 2021	FINAL EXAM	

XI. 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/>.

XII. 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

XIII. 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.

ⁱ 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/>