

INSS 4351: PROFESSIONAL PRACTICES (CRN 19489),  
HYBRID COURSE,  
UNIVERSITY OF TEXAS AT EL PASO  
FALL 2020

**I. INSTRUCTOR:** Diana I. Bolsinger

Office Hours: Tuesdays, 4:30-5:30pm on Blackboard Collaborate Ultra  
(via our class page) or by appointment.

Email: DiBolsinger@utep.edu

**II. OVERVIEW**

**Welcome to INSS: Professional Practices!**

This elective course in the Intelligence and National Security Studies (INSS) program will specifically focus on what makes individuals and organizations successful within the Intelligence Community. The course assumes you have a fundamental understanding of the organization, methods, and mission of the Intelligence Community (IC) from previous courses.<sup>1</sup> We will move beyond these basics to consider the following: what makes for a successful intelligence officer? How does an intelligence organization's relationship with the policymaker determine its success or failure? How does operating within the U.S. constitutional framework create special moral and ethical challenges for the intelligence professional?

Our curriculum this semester is shaped by my own experiences during my decades as a CIA and ODNI analyst and manager. I participated in intelligence successes and failures. More importantly, I saw how success depended upon more than my own commitment, abilities, and actions. Organizational framework matters. Intelligence officers'

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<sup>1</sup> If you have not had previous coursework in Intelligence Studies--such as INSS 3302: Seminar in Intelligence and National Security" and/or INSS 4301: Intelligence Collection and Analysis—please inform me as soon as possible so I can recommend some additional readings to bring you up to speed.

understanding of the policymaker's needs are critical. This requires developing a sensitivity to the importance of intelligence officers' relationships across organizations, as well as the criticality of understanding policy makers' needs. Successful intelligence officers also understand the ways in which bureaucratic structure can enhance or undercut the mission.

Together, we will first review the factors that shape successful intelligence operations and then apply these lessons to a series of case studies. Our goal is not only to prepare you and your classmates for careers in the intelligence and foreign policy communities, but to give you the tools to prepare yourselves for eventual IC leadership positions.

Learning Outcomes	Assessment
<ol style="list-style-type: none"> <li>1. Understand the skills, values, and ethical behaviors required for both individual and organizational success in the intelligence field.</li> <li>2. Discuss how organizational relationships between intelligence agencies, the Executive Branch, and Congressional oversight shape the intelligence officer's responsibilities.</li> <li>3. Understand the key debates related to IC – policymaker relations, including politicization, analytical irrelevance, and distrust</li> <li>4. Describe the connection between IC organization and mission success or</li> </ol>	<ul style="list-style-type: none"> <li>• An online mid-term and comprehensive final to assess student's understanding of the course content</li> <li>• Reading quizzes to assess student's understanding of course content</li> <li>• Participation in responses to simulated scenarios, discussion boards, debates, and other online class activities</li> <li>• An individual case study of an intelligence success or failure that clearly identifies and evaluates the practices that contributed to the outcome.</li> </ul>

<p>failure, relating post-Cold War and 9/11 reorganizations to new security demands.</p> <p>4. Improve public speaking, reasoning, and writing skills</p>	
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### **University Catalog Description**

An exploration of skills, values, and behaviors that contribute to success within the profession. Skills to be developed may include professional report writing, presentations, project management, and others. Discussions of values and behaviors may include such matters as ethics and professionalism among others. Prerequisite: Departmental approval.

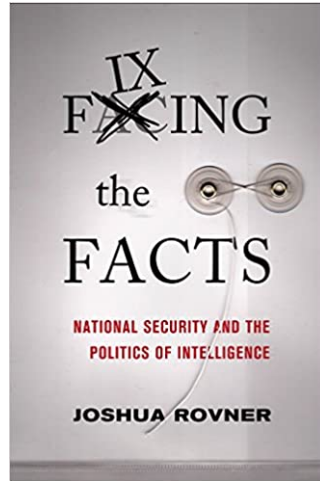
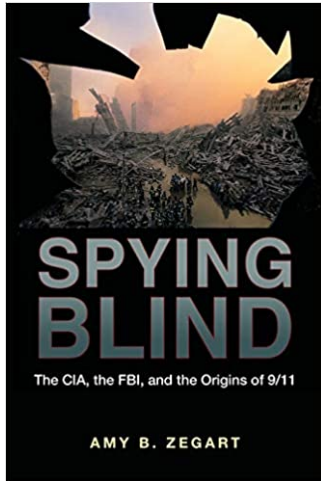
### **III. REQUIRED TEXTS**

Along with journal articles and book chapters that I will provide on Blackboard, your required readings include two textbooks:

*Joshua Rovner, Fixing the Facts: National Security and the Politics of*

*Intelligence* (New York: Cornell University Press, 2011), 978-1501700736.

Amy B. Zegart, *Spying Blind: the CIA, the FBI, and the Origins of 9/11* (Princeton, NJ: Princeton University Press, 2007), 978-0691141039.



#### 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. “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-	A	Excellent

1000		
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. These opportunities will be offered to the class as a whole. **No additional 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 at the instructor's discretion.

### Assignments in Brief

Assignment	Pts.	% of grade	When will you have to do it?
Midterm	250	25	Week of October 13, 2020
Participation in scenarios, discussion boards, and class debates	250	25	Most weeks. Discussions submissions will always be due by <b>Thursday, 11:59pm</b> . Responses to classmates will always be due by the following <b>Sunday, 11:59pm</b> .
Comprehensive final	250	25	December 8-10
Case Study	100	25	Video Presentation of Findings: Nov. 25

	150		Final submission: December 4, 2020
Total	1000	100	

## Assignment Descriptions

### **Simulated scenarios, debates, and discussions-25% of course grade (200 pts.).**

Students will participate in multiple simulated intelligence activities. 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.

NOTE: Occasional "pop quizzes" on the readings also will be included in this grading category. **If you either do not feel well or are uncomfortable**

**participating in any of our in-person meetings, please let me know as far in advance as possible. I will provide alternative individual activities so you do not lose any points.**

### ***Midterm exam- 25 % of course grade (200 pts.).***

Students will take midterm and final exams. Each exam will contain multiple choice, fill-in the blank and short answer questions. The midterm will be taken at home, administered online during the week of October 5, 2020, You will be provided with directions for accessing the exam and a practice quiz to help you familiarize yourself with the testing system in advance.

### **Comprehensive exam- 25% of course grade (200 pts.).**

Students will take a comprehensive on-line final exam. 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 December 8 and December 10, 2020. You will be provided with directions for accessing the exam and a practice quiz to help you familiarize yourself with the testing system

in advance.

**Case Study - 25% of course grade (200 pts.).** Students will each individually prepare a case study of a specific intelligence success or failure. A 5-minute summary of study findings will be uploaded for classmates' comments and suggestions by **November 25**. The final, written case study must be submitted by **December 4**. Potential cases are listed on both the "Course Overview and Orientation" and "Week 1" tabs in Blackboard. Students who wish to analyze a different case must clear their topic with the professor. Undergraduate papers are expected to be 9-12 papers in length. Graduate students' papers must be a minimum of 15 pages. Cover pages and bibliographies do not count toward length requirements. Further details are provided on Blackboard.

## V. 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.<sup>i</sup>

#### 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 all class discussions, team exercises, and other class activities, whether online or in-person.
- 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 should be 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 to be shared only with me and other members of the class. 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 ADJUSTMENTS**

I recognize that you signed up for in-person classroom instruction. I share your disappointment, but will work to ensure this hybrid alternative covers all course material and includes similar weekly activities. You have my commitment to do my utmost to build connections to and among you and your classmates. Intelligence work is, by definition, team work. You will have the chance to work with your classmates on projects, debate your perspectives, and share your opinions and your findings. We will use our in-person sessions for team exercises, debates, and



other activities as well as to prepare for your exams. I will be available to you on our class Blackboard Collaborate every Tuesday, from 4:30-5:30 pm or by private arrangement. I will not be scheduling in-person meetings outside our scheduled class meetings.

The situation is not ideal, but it approximates the work life of intelligence and diplomatic professionals in small bases and consulates around the world who connect and collaborate with their colleagues around the world primarily via their computers.

**NOTE: The present course has a hybrid component that permits for actual face to face interactions with faculty and other students enrolled in this class. This requires us to follow certain rules and practices:**

- 1) Before coming onto the UTEP campus, we must all must first enter their information on the UTEP screening tool at [screening.utep.edu](https://screening.utep.edu). Nobody—student, faculty, or administration—is permitted on campus without first doing this screening. Nobody is permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus for one of our in-person sessions, you should contact me as soon as possible. Your grade will not be affected if you notify me in advance and complete an alternative assignment at home.**
  
- 2) Everyone who attends in person activities must wear a face mask at all times while such meetings are taking place, maintain social distance of a minimum of 6 or more feet, and practice proper hygiene practices. Anyone not wearing a mask will be required to leave. I recognize the current pandemic has raised many child-care issues, but children and other guests will not be permitted to join our in-person sessions, per UTEP regulation.**

**3) Students who choose not to join our in-person sessions for any reason will not be penalized so long as**

**a) they notify me in advance they will not be attending, and**

**b) they complete an alternative assignment.**

**I will work with you, but I can only do so if you make me aware of your situation. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk also may contact the [Center for Accommodations and Support Services](#) (CASS) for advice and support.**

**4) As you enter or exit campus, minimize the number of encounters with others to avoid infection by the SARS-CoV-2. Use preventive safety and health measures at all times until informed otherwise by campus officials.**

**5) I will ask anyone who does not follow these practices during our face-to-face meetings to leave immediately. If I must ask you to leave for not complying with safety protocols, you will receive a grade of 0 for the activity.**

**6) You have my pledge to follow precisely the same rules to help keep you safe.**

**Please check the UTEP “Responding to COVID-19” web page, <https://www.utep.edu/ehs/COVID-19/> regularly for updates on the situation on campus and information on how you can best protect yourself and your loved ones.**

## **VI. TECHNOLOGY**

This course will be mostly be conducted online. To participate in this class, you must have a working UTEP email, access to the Internet. You will need a computer

capable of accessing the UTEP Blackboard learning management system, which operates most smoothly on Mozilla Firefox and/or Google Chrome. Programs we will be using include Microsoft Office Suite (Word, PowerPoint, and Excel, Adobe, Flashplayer, and Quicktime. You also will need a web cam and microphone. **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.**

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

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.

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 to access exams and use the discussion board.
- B. Blackboard Learning Management System. This entire course is run through UTEP's Blackboard system, so students must activate and use their Blackboard 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, preventing you from finishing an assignment or exam). 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 or working in Blackboard.

- C. 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
- 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 MS Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player

## VII. 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: <http://sa.utep.edu/osccr/academic-integrity/>.

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

## IX. 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.

## X. STUDENT CONDUCT

Because seminar classes involve extensive discussion and debate, it is especially important that all students attend to the appropriateness of their comments. You must be respectful of other students and of all opinions. All communication should 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 should be 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.

Students should ensure that all emailed communication is written using appropriate etiquette. This both helps avoid misunderstanding and serves as preparation for your future careers as a professional.

Please use a salutation (for example, “Dear Professor Bolsinger”, or “Hello Professor Bolsinger”), a clear and thorough communication of your question or concern, and a closing (for example, “Thanks, Bill Martinez” or “Sincerely, Angel Gomez”). Make sure to proofread your emails for grammar, spelling, and clear meaning. Also, please be sure to indicate the course title or number in your email.

## XI. COURSE SCHEDULE<sup>2</sup>

This course is divided into two sections:

**Part I: Frameworks for Intelligence Operations:** In the first part of the course we will discuss the cognitive, political, and bureaucratic factors that shape work in the Intelligence Community (IC). What drives the relationship between the IC and the president? How do analysts strike the balance between politicization and irrelevance?

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<sup>2</sup> I reserve the right to make modifications to the course schedule during the semester, either for logistical reasons or to take advantage of relevant current events.

How do cognitive factors make intelligence errors and IC-policymaker misunderstandings more likely? What role do clandestine operations play in decision making? Most importantly, what role should ethics and morality play in IC practices? How must one balance the need for secrecy in clandestine operations with the democratic responsibility to be answerable to U.S. taxpayers and voters?

**Part II: Case Studies:** The second half of the course consists of a case studies analyzing the IC's attempts to adapt to meet changing national security demands. They range from Cold War controversies over whether CIA analysts properly understood the Soviet threat to U.S. security to today's renewed debate over appropriate IC relations with the President. Students will study how IC professionals met these challenge, identifying common themes in both "best practices." We will place special focus on how individual analysts and managers recognized opportunities and adapted to meet them.

### **Week #1 (August 24-30)**

#### **Module 1: Course Welcome and Overview**

Syllabus Quiz

Introductions

#### **Module 2: The Intelligence Professional**

Cogan, " The In-Culture of the DO," 78 - 86.

Petersen, "The Challenge for the Political Analyst," 51- 56.

Video: Medina, "What Makes a Good Analyst," (9:51 min.)

**Graduate Students:** Shlomo Gazit, " [Estimates and Fortune-Telling in Intelligence Work](#)," *International Security* 4, no. 4 (1980): 36-56.

Discussion Question: What is professionalism?



## **Week #2 (August 31 – September 6)**

### **Module 3: The Intelligence Mission**

MacGaffin & Oleson, "Decision Advantage: The Why of Intelligence," 41-46.

Hughes & Oleson, "Diplomacy & Intelligence: Strange Bedfellows 507-517.

Rovner, Ch. 1: "A Basic Problem: The Uncertain Role of Intelligence in National Security," 1-17.

**Graduate Students:** G. Philip Hughes and Peter C. Oleson, "[Diplomacy & Intelligence: Strange Bedfellows](#), in *AFIO's Guide to the Study of Intelligence*, edited by Peter C. Oleson (Falls Church, VA: Association of Former Intelligence Officers, 2016), 507-517.

David C. Robarge, "[Leadership in an Intelligence Organization: The Directors of Central Intelligence and the CIA](#)," in Loch K. Johnson, ed., *The Oxford Handbook of National Security Intelligence* (New York: Oxford University Press, 2010), 485-500.

Exercise: Mission Planning

## **Week #3 (September 7 - 13)**

### **Module 4: Best Practices, Mindset, and Human Error**

Davis, "Why Bad Things Happen to Good Analysts," 14-24.

Gentry, "The Intelligence of Fear," 9-25.

*Sims*, ch. 1: "An Organizational View of 9/11," 1-11.

**Graduate Students:** Richard K. Betts, [Analysis, War, and Decision: Why Intelligence Failures are Inevitable](#), *Studies in Intelligence*, Declassified 2014, 35-54.

Paul R. Pillar, ["Think Again: Intelligence"](#), *Foreign Policy*, no. 191 (2012): 1-10.

Exercise: Tracking the DC Sniper

#### **Week #4 (September 14 - 20)**

##### **Module 5: Ethics, Morality, and the Intelligence Professional**

Gendron, Just War, Just Intelligence: An Ethical Framework for Foreign Espionage , " 398-434.

**Graduate Students:** Michael Andregg, ["Ethics and Professional Intelligence"](#) in *Oxford Handbook of National Security Intelligence*, edited by Loch K. Johnson (New York: Oxford University Press, 2010), 735-751.

#### **CLASS MEETING: Moral Frameworks**

**Tuesday, September 15, 2020**

**Undergraduate Learning Center, Room 106**

**4:30-5:50pm**

#### **Week #5 ( September 21 - 27)**

##### **Module 6: Relations with the Executive**

Rovner, ch. 2: "Pathologies of Intelligence-Policy Relations," 18-35, and ch. 3: "Policy Oversell and Politicization," 36-48,  
Roberts & Saldin, "Why Presidents Sometimes Do Not Use Intelligence Information," 779-802.

**Graduate Students:** Draper, [Unwanted Truths: Inside Trump's Battles With U.S. Intelligence Agencies](#)," *New York Times*, August 8, 2020.

Online Debate: Truth to power or adjusting to political demands?

### **Week #6 (September 28 – October 4)**

#### **Module 7: Ethical Illegality? Covert Action**

Johnson, "Reflections on the Ethics and Effectiveness of America's 'Third Option': Covert Action and U.S. Foreign Policy," 669-685.

**Graduate Students:** Choose one additional case study from the following options in Rovner. Please be prepared to discuss your case at our October 13 meeting:

- ch. 4: "The Johnson Administration and the Vietnam Estimates"
- ch. 5: "The Nixon Administration and the Soviet Strategic Threat;" or
- ch. 7: "Intelligence, Policy, and the War in Iraq."

Review and Prepare for Midterm

### **Week #7 (October 5 - 11)**

#### **MIDTERM**

### **Week #8 (October 12 – 18)**

#### **Module 8: Case Study: The Battle over National Estimates during the Ford Administration**

*Rovner*, ch. 6: "The Ford Administration and the Team B Affair," 113-136.

**CLASS MEETING: Competitive Analysis Exercise**

**Tuesday, October 13, 2020**

**Undergraduate Learning Center, Room 106**

**4:30-5:50pm**

**Week #9 (October 19 - 25)**

**Module 9: Case Studies: Intelligence Agencies Gone Rogue?**

Students will be assigned to groups to research and report to the class on one of the following controversial episodes in CIA history. (Wikipedia is not a permitted source.) Students are expected to read all classmates' reports.

- "The CIA Crown Jewels"
- The 1953 Coup in Iran
- Extraordinary Renditions
- Connections to "Operation Condor"
- Regime change in Guatemala
- Failure to predict fall of Iran
- Support for Islamist groups in Afghanistan during Soviet occupation
- "Enhanced Interrogation"/Torture

Discussion board: What would you do?

**Week #10 (October 26 – November 1)**

**Module 10: Case Study: Adapting to New Targets**

*Sims*, ch. 2: "Canaries in the Coal Mine: The Case for Failed Adaptation," 15-43

**Graduate Students**: Read Executive Summary and skim remainder of the [CIA's Office of the Inspector General's August 2001 report on the DCI Counterterrorism Center](#).

Exercise: Determining Priorities

**Week #11 (November 2 - 8)**

**Module 11: The Politics of Reform**

*Sims*, ch. 4: "Fighting Osama One Bureaucrat at a Time: Adaptation Failure in the CIA," 61-101.

Simulation: Inbox Overload

**Week #12 (November 9 - 15)**

**Module 12: Case Study: 9/11, Personal Responsibility and Organizational Failure**

*Sims*, ch. 5: "Signals Found and Lost: The CIA and 9/11," 101-120.

**Graduate Students**: Read "Key Findings" from CIA, "[Inspector General's Report on Central Intelligence Agency Accountability Regarding Findings...](#)" v-xxiii.

**CLASS MEETING: Could 9/11 Have Been Prevented?**

**Tuesday, November 10, 2020**

**Undergraduate Learning Center, Room 106**

**4:30-5:50pm**

**Week #13 (November 16 - 22)**

**Module 13: Case Study: The Abbottabad Raid**

Panetta, "Go In and Get Bin Laden," 289-331.

Discussion: What made the difference?

**Week #14 (November 23 – 29 (Thanksgiving Break, Nov. 26-27) )**

## **Module 14: Professional Practices**

*Sims*, ch. 8: "The More Things Change...", 169-198.

**Video reports of case study findings due Wednesday, November 25,  
11:59 pm.**

### **Week #15 (November 30 – December 4)**

**Review for final.**

**Responses to classmates' reports due Monday, November 30, 11:59 pm.**

**Written Case Studies due Friday, December 4, 11:59 pm.**

### **Week #16 (December 5 – 11)**

**FINAL EXAM – To be taken online, December 8-10.**

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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/>