

**SEMINAR IN INTELLIGENCE AND NATIONAL SECURITY INSS 3302 (CRN #18677)
ONLINE COURSE
THE UNIVERSITY OF TEXAS AT EL PASO
Fall, 2020**

I. Diana I. Bolsinger

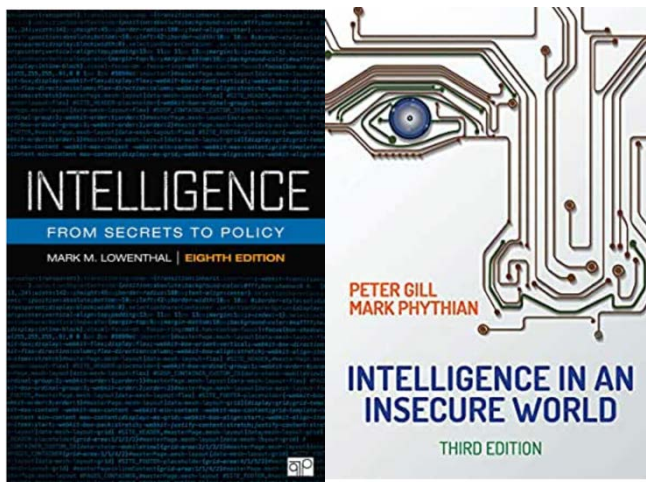
Office Hours: Tuesdays, 1:00 – 2:30 pm on Blackboard Collaborate Ultra
(via our class page) or by request.

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II. TEXTBOOK

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

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



Additional reading assignments will be posted on Blackboard.

III. COURSE OBJECTIVES

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

- A. Analyze the role and limits of intelligence in key aspects of national security policy-making
- B. Evaluate the efficacy, legality and morality of intelligence activities
- C. Demonstrate understanding of the relationship between intelligence producers and consumers
- D. Demonstrate understanding of the use and the limits of the concept of intelligence cycle
- E. Demonstrate understanding of the reasons for intelligence failures and how lessons can be learnt from previous mistakes

- F. Demonstrate understanding of the relationship between intelligence and counter-intelligence
- G. Recognize some of the key similarities and differences between intelligence in democratic and authoritarian states
- H. Recognize and evaluate the challenges facing intelligence services in the contemporary world

COURSE CATALOG DESCRIPTION

This course examines the scope and breadth of contemporary intelligence and national security issues. It serves as a professional overview of the field, detailing the structure and interrelationships of both private sector and government security bureaucracy.

Emphasis will also be placed on understanding the role of science in security matters.

IV. COURSE REQUIREMENTS

A. Exams (50% of your grade)

There will be two exams during the semester. Each exam includes multiple choice and short-answer questions. Exam 2 will not be cumulative. You may take the exam at any time during a specified 24-hour period (**September 10th** for **Exam 1** and **October 8th** for **Exam 2**).

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

You will have 2 hours to finish the exam once you begin. Information covered on the exams will be taken from **both** the assigned readings and class discussions. Not all the information in the book will be covered in the class. You are not responsible for the text material not assigned, but you will be tested on how well you learned all assigned book and other course material.

The scores on all exams will be adjusted so that the average score is 75% of the maximum possible points. There are links to the exams on the Navigation pane to the left of the screen. There is also a link to Exam 1 under "Week 3" and a link to Exam 2 under "Week 7".

You are not allowed to collaborate with other students on exams. You are also not allowed to quote from the readings or lectures in your exam answers.

B. Group Presentation (20% of your grade)

You will be required to develop a multi-media presentation (for example, in PowerPoint or Prezi) in small groups of 4-6 students. The presentations will be posted to Blackboard on the first day of **Week 7** (due by **October 5th** at midnight). Points will be deducted for late submissions. You will be required to choose from one of several research questions that I have provided. Under "**Course Overview-Orientation**" click on "**Sign up for groups**". This will allow you to review each research question and decide which one interests you.

Group members must collaborate with one another to complete this presentation. Points will be deducted from group members who do not contribute their share to their partners on this project.

All groups must collaborate using the Group Discussion board on your group page. Here you can post communication between group members. I find that this works better than email because students sometimes do not respond to group emails. You must start posting on the Group Discussion Board by **August 31st**. I will monitor your boards to ensure that all group members are cooperating in the assignment. You may also use the board to collaborate on group exercises. Groups may also use the Group Tasks tool on the Group page to collaborate.

Group presentations must include information from independent research and class material in presentations. Click on "**Group Presentations**" on the Navigation pane or go to "**Group Presentations**" under "**Week 7**" to view the grading rubric for this presentation (also click on "**Guidelines for Group Presentations**" to see some helpful tips in creating effective presentations). Presentations must be submitted via this link. Only one group member is required to upload the presentation.

Presentations must include an audio narration. You must sign up for a group under the "Sign up for groups" link under "Course overview-orientation". All students must provide at least one insightful comment about each of two other groups' presentations by **October 8th** at midnight.

C. Exercises (20% of your grade)

Our course includes interactive exercises for several of our topics. You must complete these either in groups or individually (as described in the directions). Make sure to thoroughly read all instructions before beginning the exercise. These exercises typically include a debriefing component, in which you must respond to debriefing questions about the exercise. Because some of these exercises require you to work in a group (your group is the one with which you will be developing the group presentation), it is important that all group members do their part. If you have trouble with one or more members of your group, please inform me as soon as possible. All exercises are due by **Sunday** at midnight. Late submissions will not be graded and a grade of "0" will be assigned.

D. Discussion Answers (10% of your grade)

You will be required to respond to at a discussion question for several of our topics. In each week's module in which there is a discussion question, there is a link to the forum for the discussion question. Students must create a new thread in the forum; you will be unable to see other students' answers until you create your own thread. Students posting empty threads before answering the question will receive a grade of "0". You can also access the forum by clicking "**Discussion Board**" on the Navigation pane. All posts must be made by **Sunday** at midnight. Late submissions will not be graded.

Answers will be graded according to the following criteria:

- 1) how well does the answer demonstrate critical thinking;
- 2) does the student incorporate course material and/or current events into the answer; and
- 3) whether the student provides an accurate and thorough answer.

You are not allowed to quote from the readings or lectures in your discussion questions or answers. Students who do so will receive a grade of "0".

In addition to posting answers to discussion questions for these topics, graduate students are required to **post a response** to at least two other students' answers. The responses will be graded using the same criteria as that used for the discussion posts.

E. Research Paper (20% of your grade)

Graduate students will be required to write a 5-10-page paper expanding on their group's presentation. The paper must be written in either APA or Chicago style and include scholarly sources. It will be due on **October 9th** at midnight.

The paper must address the research question and research findings and incorporate feedback from the class and instructor given after the presentation has been submitted. Click on "**Research Paper**" on the Navigation pane or go to "**Research Paper**" under "**Week 7**" to view the grading rubric for this presentation. **Papers must be submitted via this link.**

You are not allowed to quote from the readings or lectures in your paper. Students who do so will receive 5 points off the assignment. (In short, this is your chance to go out and find new information). ***You also are not allowed to collaborate with other graduate students on the research paper.***

II. OVERALL COURSE GRADING SCALE

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = below 60%

NOTE: Final grades are a weighted average of assignments and exam grades. Final grades are not curved.

VI. COURSE COMMUNICATION

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

General Expectations

Students are encouraged to take an active and engaged orientation to their own learning. Ultimately, the more students put into the process, the more they will learn. The following guidelines will create a comfortable and productive learning environment throughout the semester.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 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 online class discussions, team exercises, and other class activities.
- To spend an adequate amount of time on the coursework each week, making an effort to understand the content.
- To share the responsibility of making our class a supportive, respectful, and safe environment for discussion and debate. To remember that our classroom is not a public venue. 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

This course has been scheduled as online from the start and thus is less immediately impacted by Covid-19 safety protocols than those classes originally meant to be delivered in person. That said, it's important that I make sure you are fully aware both of UTEP safety protocols.

- 1) Before coming onto the UTEP campus for any reason, we must all must first enter their information on the UTEP screening tool at 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 have a negative UTEP screening, a positive Covid-19 test, or develop Covid-19 symptoms, please let me know as soon as you can. Even if we don't meet in person, we are a community.
- 2) If you do need to visit the UTEP campus, you must wear a face mask at all times (except if alone in an office), 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 on campus with you, per UTEP regulation.
- 3) 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.
- 4) I am available to meet with you on Blackboard Collaborate during my scheduled office hours (Tuesdays, 1:00-2:00pm) or by private arrangement. I will not be meeting with any student face-to-face while this pandemic continues.
- 5) You have my pledge to follow precisely the same rules to help keep you and our UTEP community 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. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact the Center for Accommodations and Support Services (CASS) <https://bear.accessiblelearning.com/UTEP/ApplicationStudent.aspx> to discuss temporary accommodations for any on-campus courses or activities.

VII. TECHNOLOGICAL PROBLEMS/QUESTIONS

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

on how to operate in the Blackboard Learning System, please check out the resources available at the [Blackboard Student Orientation](#) site.

Professors are not technical support staff.

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

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

In-Person (Currently closed due to pandemic): UTEP Library, Room 300

Please regularly refer to Blackboard for links, documents, announcements, and calendar changes. You are responsible for staying up-to-date on all class information that is posted on Blackboard.

CHECK YOUR TECHNOLOGY

- 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 (BB) Learning Management System. This entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly. Always log in using your UTEP name and password, and never as a "guest" (the guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.
- 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

VIII. ACADEMIC DISHONESTY

If a student is suspected of cheating on the exams through collaboration with other students, the instructor will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral of the student to the Office of Student Conduct. If a student is suspected of plagiarism, the instructor will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral of the student to the Office of Student Conduct.

Academic dishonesty or cheating is simply unethical and not acceptable under any

circumstances. Plagiarism is a form of cheating that involves “stealing” the words and thoughts of others. It is a very serious academic violation and cannot be tolerated. The most common form of plagiarism is using information or original wording in a paper or other assignment without giving credit to the source of that information or wording. **Plagiarism also includes the direct copying of a source verbatim (word for word) and incorporating that copied material into the student’s paper or assignment without first paraphrasing with proper referencing or placing the copied text into a direct quotation, again with appropriate footnotes or citations.** Students must use their own words when not using direct quotes.

Direct quotes should be used sparingly and only when appropriate to provide examples, evidence, or illustrate specific points. **Students cannot simply “cut and paste” wording or text from source material to artificially “construct” their papers, essays, and other assignments. This practice is also considered plagiarism, even if references are done properly.**

Likewise, students must not submit work under their name that they did not do themselves. Students also may not submit work for this course that they produced for another course. If students are found to be cheating in any capacity including plagiarism and collusion, they will be subject to disciplinary action, per UTEP catalog policy. Cases of academic dishonesty will be sent to the Office of Student Conduct and Conflict Resolution for adjudication and possible sanctions. Possible penalties for academic dishonesty include a zero for the assignment, a failing grade for the course, suspension, and even expulsion from the university. Students are responsible for understanding their specific obligations to maintain academic integrity at all times. Please refer to the following link for further information on UTEP’s policies on plagiarism and academic dishonesty: <http://sa.utep.edu/osccr/academic-integrity/>.

IX. STUDENTS WITH SPECIAL NEEDS

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact me personally in the first week of class, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes. The CASS Office can also be reached in the following ways:

Website: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148 voice or TTY Fax: (915) E-Mail: cass@utep.edu

X. UTEP COURSE DROP POLICY

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student’s responsibility to determine how dropping courses may affect financial aid. **Students are limited to**

dropping no more than 6 courses over their entire academic career, including all courses taken at any public college or university in Texas.

- A. Students who drop a course before the “official census date,” the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.
- B. Dropping a course after the official census date, but before the “course drop date” will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, a “W” counts against your 6-drop limit.
- C. If the course is dropped after the “course drop date” or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript.
- D. UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A “W” or an “F” will be issued. A “W” for these reasons counts against the 6-drop limit.

XI. 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.

XII. CLASS CALENDAR*

Week #1 (August 24-30)

Module 1: What is intelligence? 53

Gill & Pythian, ch. 1: “What is intelligence?,” 1 – 26.”

Lowenthal, ch. 1: “What is intelligence?,” 1 – 10.

Gazit, “Estimates and Fortune-Telling in Intelligence,” 36-56.

Exercise: Research an Intelligence Agency

Module 2: Intelligence studies: Origins, sources, and methods

Gill & Pythian, ch. 2: “How do we understand intelligence?,” 27 – 44.

Exercise: Source credibility

Week #2 (August 31 – September 6)

Module 3: The disciplines of intelligence collection

Gill & Pythian, ch. 4: “How do they gather information?,” 67 – 92.

Lowenthal, ch. 5: "Collection and the collection disciplines," 83 – 150.

Gentry, "Favorite INTs: how they develop, why they matter," 822-838.

Discussion Question

Module 4: Intelligence analysis

Gill & Pythian, ch. 5: "How is information turned into intelligence?," 93-108.

Lowenthal, ch. 6: "Analysis," 151 – 199.

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

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

Exercise: Analysis of Competing Hypotheses

Week #3 (September 7 - 13)

Module 5: The intelligence-policy nexus

Gill & Pythian, ch. 6: "What do they do with intelligence?," 109 – 137.

Lowenthal, ch. 9: "The role of the policymaker," 253 – 276.

Roberts & Saldin, "Why Presidents Sometimes Do Not Use Intelligence Information," 779-802.

Discussion Question

Module 6: Intelligence failure

Gill & Pythian, ch. 7: "Why does intelligence fail?," 128 – 153.

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

Discussion Question

Exam 1 (September 10)

Week #4 (September 14 - 20)

Module 7: Covert action

Lowenthal, ch. 8: "Covert action", 229 – 252.

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

Exercise: Covert action

Module 8: Counterintelligence and security

Lowenthal, ch. 7: "Counterintelligence," 201 – 228.

Discussion Question

Week #5 (September 21 - 27)

Module 9: Intelligence to counter terror

Sims, J. (2007). Intelligence to counter terror: The importance of all-source fusion. *Intelligence and National Security*, 22, 38-56.

Pillar, P. R. (2004). Counterterrorism after Al Qaeda. *The Washington Quarterly*, 27, 101-113.

Aid, M.M. (2003). All glory is fleeting: SIGINT and the fight against international terrorism. *Intelligence and National Security*, 18, 72-120.

Exercise: Counterterrorism policy

Module 10: Intelligence ethics and accountability

Gill & Pythian, ch. 8: "How democratic can intelligence be?," 154 – 182.

Lowenthal, ch. 10, "Oversight and accountability," 277 – 318, and ch. 13: "Ethical and moral issues in intelligence," 395 – 416.

Johnson, "Covert Action and Accountability: Decision-Making for America's Secret Foreign Policy," 81-109.

Discussion Question

Week #6 (September 28 – October 4)

Module 11: Intelligence in authoritarian states

Andrew, C., & Elkner, J. (2003). Stalin and foreign intelligence.

Totalitarian Movements and Political Religions, 4, 69-94.

Golkar, S. (2012). Organization of the oppressed or organization of the oppressing: Analysing the role of the *Basij* militia of Iran. Politics, Religion, and Ideology, 13, 455-471.

Exercise: Analysis of an authoritarian regime

Module 12: Intelligence in the 21st century

Lowenthal, ch. 12: "The intelligence agenda: Transnational issues," 343 – 394.

Discussion Question

Week #7 (October 5 – October 11)

Group Presentations (October 5)

Comments on two other Group Presentations (October 8)

Exam 2 (October 8)

Research Paper (October 8)

*This calendar is subject to change.

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/>