

University of Texas at El Paso Instructor's Course Requirements Spring 2024

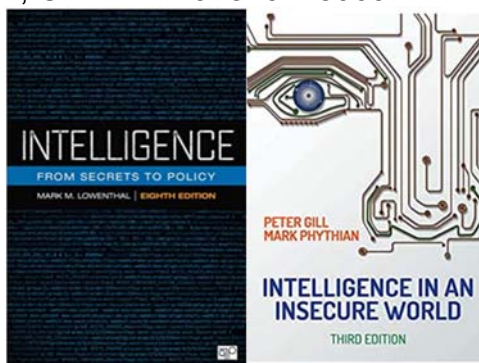
Course Number and Instructor Information

Course: INSS 3302 Seminar in Intelligence and National Security
CRN: 21936
Meets: Online - Blackboard
Semester: January 16, 2024 – May 2, 2024
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: Mon/Wed 1:30 – 3 p.m & Tue/Thur 11 a.m to 1 p.m., or by appointment.
Prospect Hall, office number 207

II. TEXTBOOK

Gill, P., & Phythian, M. (2018). *Intelligence in an Insecure World* (3rd edition). Polity Press: Malden, MA. ISBN: 978-1509525201

Lowenthal, M. M. (2019). *Intelligence: From Secrets to Policy* (8th or 9th edition). CQ Press: Los Angeles, CA. ISBN: 9781071806371



Additional reading assignments will be posted on Blackboard.

Blackboard

All the course content will be delivered via the UTEP Blackboard course management system. You can view all materials related to this course on Blackboard (except the textbook).

What you need to first do?

On week 1, you need to navigate through the system and get familiar with it. Technical problems need to be handled by the Blackboard Support office and tech support.

- 1) Look for the Weeks/Modules link – you will only see Week 1.
- 2) Get your books, you will start using them right away.
- 3) Group discussion, introduce yourself and begin meeting others in the class by Sunday January 20th.
- 4) Complete Syllabus Quiz due January 20th.
- 5) Submit Research an Intelligence Agency assignment by Sunday January 20th.

III. COURSE OBJECTIVES

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

- Analyze the role and limits of intelligence in key aspects of national security policy-making
- Evaluate the efficacy, legality, and morality of intelligence activities
- Demonstrate understanding of the relationship between intelligence producers and consumers
- Demonstrate understanding of the use and the limits of the concept of the intelligence cycle
- Demonstrate understanding of the reasons for intelligence failures and how lessons can be learnt from previous mistakes
- Demonstrate understanding of the relationship between intelligence and counter-intelligence
- Recognize some of the key similarities and differences between intelligence in democratic and authoritarian states
- Recognize and evaluate the challenges facing intelligence services in the contemporary world

COURSE CATALOG DESCRIPTION

This seminar examines the process of intelligence and its role specifically in U.S. national security. Students are exposed to the theory and practice of intelligence. Special emphasis is placed upon understanding the major issues and challenges associated with the various intelligence disciplines and the organization of the U.S. Intelligence Community. Students will come away from the course with a better understanding of intelligence and be prepared to conduct a more advanced study as it pertains to intelligence and national security.

IV. COURSE REQUIREMENTS

A. Exams (25% each for a total of 50% of your grade)

There will be two exams during the semester. Each exam must be completed within a **two-hour** window from the time you log in. The exam questions will include multiple-choice and short-answer questions. The final exam will only cover material taught since the midterm. **Your midterm exam is due on Sunday, March 9th at 11:59 pm, and your final exam is due on Thursday Wednesday, May 2nd at 11:59 pm.**

If you know in advance that you cannot take an exam during its scheduled time, you must contact me well before the exam. Likewise, 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.

Information covered on the exams will be taken from **both** the assigned readings and material posted on our Blackboard shell. 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 the assigned book and other course material.

B. Short Research/Thought Paper (25% of your grade)

Each student will submit a 10–15-page (not including title page and reference page), double-spaced research paper during the final week of the semester. This page criterion does not include the cover page and citations page. The paper will be formatted and written in APA 6th Edition.

The list of pre-approved topics are included in the Appendix of the syllabus. A rubric for the assignment is available in *Guidelines and Rubrics for Research Paper link* in Blackboard. Please contact the instructor if you want to write on an issue not listed on the list. Your presentation must represent your own independent research. (Please see appendices for additional details.) **Your paper is due by 11:59 on April 27th.** There will be no extensions.

C. Participation and Class Exercises (25% of your grade)

Participation in online discussions and other activities will be graded according to the following *substantive* criteria:

- 1) How well does the answer demonstrate critical thinking?
- 2) Does the student incorporate course material and/or current events into the answer?
- 3) Does the student provide an accurate and thorough answer?
- 4) Does the student support and respect his/her classmates' learning?

Ten percent of your discussion grades will focus on how well you respond to two of your classmates.

I will deduct points for the following:

- 80% = No response to the original question, or response is unsubstantive
- 20% = No substantive responses to at least two others in the forum
- 10% = Only one substantive response to another in the forum

V. 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. This means that 100 points on your weekly homework are **not** equal in value to 100 points on your midterm or final.

VI. COURSE COMMUNICATION

Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me. Students will receive feedback in various ways, through the discussion forum, the gradebook for exams and a grading rubric for the term paper and discussions/activities. You may E-mail me using the Mail Box in Blackboard, or the virtual instructor's office in the Discussions forum. I will respond to all student communication to me within 24-48 hours.

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.¹

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 a midterm and final exams that accurately reflect the material covered in class.

I can expect you:

- To participate fully in group discussions 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. Class discussions are private. Think of this as preparation for a career where you may be entrusted with classified national security documents.
- Respect other's views. I encourage debate, but please focus on ideas rather than personalities. Personal attacks are unacceptable and will result in lowered grades, at minimum.
- To seek help when you need it.

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 "<https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html> site.**

Professors are not technical support staff!

¹ This section is a modified version provided by the Elderly Center for Teaching Excellence and Educational Innovation at Carnegie Mellon University:
<http://www.cmu.edu/teaching/design/teach/design/syllabus/samples-policiesexpectations>.

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

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

In-Person: 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

- 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.
- Blackboard (BB) Learning Management System. This entire course is run through UTEP's BB system, so students must regularly activate and use their BB 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 BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.
- 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
- Verify that you have the most updated version of "Java" <http://java.com>. 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: https://www.utep.edu/student-affairs/osccr/_Files/docs/Student%20Conduct%20and%20Discipline.pdf

IX. STUDENTS WITH SPECIAL NEEDS

In sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for

Accommodations and Support Services (CASS) <http://sa.utep.edu/cass/>. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

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 e-mail account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-drop limit.

XI. CLASS CALENDAR*

Most of the reading assignments are from the two textbooks for this course. However, some journal articles are also required reading. All journal articles are linked in the weekly modules and are available via the UTEP library. You are responsible for keeping up with all assignments.

NOTE: Each week starts on Sunday and ends on Saturday.
 Discussions and exams are open on Sundays (12am) and close on Saturdays (11:59 p.m)(Week 1 assignments due Sunday due to short week), with the exception of Final Exam, which is due Thursday (11:59 p.m)

Weekly Classroom Activities and Exams

Week/Module	Topic/Reading Assignment	Activities
Week 1/Module 1 JAN 16 – JAN 20 (THUR-SUN)	What is Intelligence? Ch. 1: Gill & Phythian Ch. 1: Lowenthal	Student Introduction Syllabus Quiz Research an Intelligence Agency Assignment
Week 2/Module 2 JAN 21 – JAN 27 (SUN – SAT)	More Than Hollywood Ch.2: Gill & Phythian	Group Discussion <i>Intelligence Fiction and Fact</i>
Week 3/ Module 3 JAN 28 – FEB 3 SUN – SAT	Intelligence Collection Ch. 4: Gill & Phythian Ch. 5: Lowenthal	Group Discussion <i>Collection Now Versus Cold War</i>
Week 4/ Module 4 FEB 4 – FEB 10 SUN – SAT	Intelligence Analysis Ch. 5: Gill & Phythian Ch. 6: Lowenthal	Group Discussion <i>The Intelligence Analyst's Job</i>
Week 5/Module 5 FEB 11- FEB 17 SUN – SAT	Intelligence and Policymakers Ch. 6: Gill & Phythian Ch. 9: Lowenthal	Group Discussion <i>How Close or Distant to Policymakers Should Intelligence Analysts be?</i>
Week 6/ Module 6 FEB 18–FEB 24 SUN – SAT	Intelligence Failure Ch. 7: Gill & Phythian Davis (2016) – Available on Blackboard	Group Discussion <i>Responsibility for Intelligence Future</i>
Week 7/ Module 7 FEB 25–MAR 2 SUN – SAT	Covert Action Ch. 8: Lowenthal	Group Discussion <i>Oversight and Covert Action</i>

Week 8 MAR 3–MAR 9 SUN – SAT	Exam 1 (MIDTERM)	Due SAT-11:59 p.m
MAR 10-MAR 16	SPRING BREAK	NO CLASS
Week 9/ Module 8 MAR 17-MAR 23 SUN – SAT	Counterintelligence and Security Ch. 7: Lowenthal	Group Discussion <i>Whistleblowing and Leaks</i>
Week 10/ Module 9 MAR 24-MAR 30 SUN – SAT	Intelligence to Counter Terror Sims (2007) Jones (2020) Available on Blackboard	Group Discussion <i>Designing Counter Terrorism Policies</i>
Week 11/ Module 10 MAR 31-APR 6 SUN – SAT	Intelligence Ethics and Accountability Ch. 8: Gill & Phythian Ch. 10: Lowenthal	Group Discussion <i>Congressional Intelligence Committees</i>
Week 12/ Module 11 APR 7-APR 13 SUN – SAT	Intelligence in Authoritarian States Andrew & Elkner (2003) Golkar (2012) King (2020) Barnes, Jakes & Ismay (2022) Available on Blackboard	Analysis of Authoritarian Regime Assignment
Week 13/ Module 12 APR 14–APR 20 SUN – SAT	Intelligence Reform Gomez (2018) Colby & Baker (2014) Nolte (2012) Available on Blackboard	Group Discussion <i>Intelligence Reform</i>
Week 14/ Module 13	Preparing for the Future Ch. 12: Lowenthal	Group Discussion <i>Intelligence and Pandemics</i>

APR 21-APR 27 SUN – SAT		Research Paper (Due SAT)
Week 15 APR 28-MAY 2 SUN – THUR	Exam 2 (FINAL)	Due THUR by 11:59 p.m

Appendix: Research Paper Assignment

You will each be expected to submit a 10-15 page research paper on an intelligence-related topic from the below list. (Your cover and bibliography page don't count towards the total.)

Your paper is due on Saturday April 27, 2023 by 11:59 pm.

The protocols/guidelines for the paper:

1. Identify research question.
2. Provide a brief overview of the topic and why it matters.
3. If you're discussing a covert operation, please also explain what it was intended to accomplish and why it was thought necessary. Do you agree that it was a good idea? Why or why not?
4. Describe what actually happened. What went right or wrong?
5. Explain why you thought the operation or analysis was successful or failed.
6. Tell your reader what lessons you draw from this success or failure.

Note: Students in previous semesters most often have lost points by focusing exclusively on the facts of the events themselves. You do need to explain these details, but I'm most interested in your thoughts and analysis.

Covert Operations (and More):

- Operation Ajax (1953) – Reinstalling the Shah of Iran
- Project AEDinosaur (1958) – "The Zhivago Affair"
- The FBI's COINTELPRO program (1960s to early 1970s)
- Operation Cyclone (1979-1989) – Fighting the Soviets in Afghanistan
- The "Canadian Plan" (1980) – Rescuing U.S. diplomats from Iran
- QRHelpful (1980s)—Supporting resistance to Communist rule in Poland
- Coup in Chile (1973)—Ousting a democratically-elected leader
- Extraordinary renditions—Extralegal capture of foreign terrorists
- "The Crown Jewels"—CIA operations against U.S. citizens
- Operation Jawbreaker (2001)—Tracking Osama Bin Laden
- Stuxnet (2005)
- Finding Osama Bin Laden (2011)
- "Enhanced Interrogation" or torture?
- Vladimir Putin's use of intelligence against his domestic rivals
- The Iranian Basiji and the use of intelligence against the domestic population
- How states are using the Pegasus Spyware is being used against dissidents around the world

Intelligence Successes and Failures

- Pearl Harbor Attack (1941)
- Bay of Pigs Invasion (1961)
- Tet Offensive (1968)
- Iranian Revolution (1979)
- September 11th terrorist attacks (2001)
- Iraqi Weapons of Mass Destruction (2002)
- George Washington's use of intelligence (1776-8)
- President Lincoln's use of intelligence (1861-5)