

**INSS 4301: INTELLIGENCE COLLECTION AND ANALYSIS (CRN 14216/11409)**  
**ONLINE COURSE**  
**UNIVERSITY OF TEXAS AT EL PASO**  
**FALL 2023**

- I. **INSTRUCTOR:** Dr. Justin Loren Magee  
Office Hours: Tuesdays 10:00 – 11:00am MT or by appointment  
Office hours will be held on Zoom: <https://utep-edu.zoom.us/j/7094981888>
- Email: [jlmagee@utep.edu](mailto:jlmagee@utep.edu)  
*(Best contact method for students during course is **Blackboard Messages.**)*

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 work 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. You will better be able to identify potential careers and understand what different 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. Finally, you will be better able as a citizen to assess political claims and key debates over the proper role of intelligence collection in a democratic society.

**As a 7-week, asynchronous course, this class will set a challenging pace and will require a high degree of engagement from students. This course will cover the same amount of material as full-semester 14-week course in 7 weeks.**

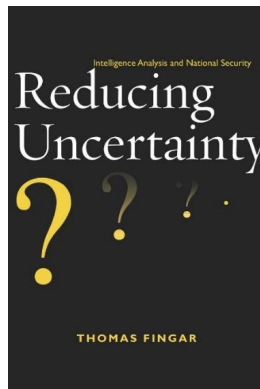
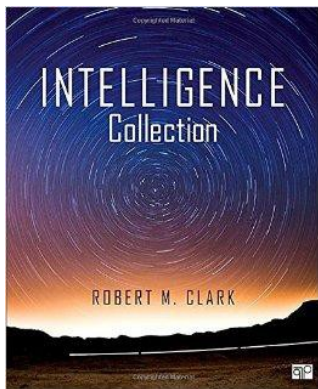
### III. COURSE OBJECTIVES:

Learning Outcomes	Assessment
<ol style="list-style-type: none"> <li>1. Understand and identify the main collection sources and platforms</li> <li>2. Discuss and define intelligence analysis and how it fits into US national security</li> <li>3. Understand the key debates related to collection and analysis, such as mass intelligence collection and politicization of intelligence</li> <li>4. Improve public speaking and writing skills</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 team responses to simulated scenarios, discussion boards, debates, and other class activities</li> <li>• Two video presentations applying course material to real-world events allow practice in oral and written briefing skills</li> </ul>

### University Catalog Description

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

### IV. TEXTBOOKS



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

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

## V. ASSIGNMENTS AND EVALUATION

### Grading Scale:

Points	Grade
900-1000	A
800-899	B
700-799	C
600-699	D
0-599	F

**Extra credit.** Students will have one opportunity to earn extra credit in this course by posting a 3-minute introduction video. Other opportunities for extra credit may be made available for the whole class at the instructor's discretion. 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. For each 24-hr period an assignment is late, 10 points will be deducted. After 48 hours, the assignment will receive a 0. **No late quizzes, presentations, or exams will be accepted.**

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

**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:

**Participation and engagement** are expected from all students. In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for you to **respect each other**. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive to successful teaching and learning about topics. **Do not personalize the dialogue.** Keep the discussion and comments on the topic, not on the individual. Please direct challenging comments or questions to the instructor or the entire class. Remember that it is OK to **agree to disagree**.

**Communicating with your instructor.** As your instructor, it is my responsibility to help you succeed in this course. However, my ability to do so depends on your timely communication. Reach out to me if you have any questions or concerns throughout the term and feel free to communicate any needs that you feel are not being met in this course. **If you wait too long to bring something up to me, it may be too late for me to help.**

<b>“3 Before Me”</b>
Keep in mind that your instructor is not usually the best equipped to address most questions. <b>You should always consult 3 sources before emailing your instructor:</b>
1. The Syllabus. 80% of the answers are usually here.
2. The Community Forum. I have created the Community Forum for everyday questions. (When is the assignment due? Where do I post my response? How many points for this quiz? How long a post is expected? Where do I find the reading?). Other learners often know the answer and may be online earlier and more often than you. This also models a learner community of practice that serves well in academic discussions & collaboration.
3. The UTEP Help Desk. If your question is technical in nature, instructors are not usually the best source of tech support. Start with Help Desk - they can typically answer more questions related to loading errors, updates, crashes, etc. You can always call 915-747-HELP (4357) or email <a href="mailto:helpdesk@utep.edu">helpdesk@utep.edu</a> .
<b>If you still can't find the answer using these sources, the best way to contact me outside of class is through <a href="#">Blackboard Messages</a>.</b> Please: <ul style="list-style-type: none"> <li>• Include a very brief explanation of the topic in the Subject line. Clearly labeling your email helps me keep things organized and address your email efficiently.</li> <li>• Expect a reasonable time for a response. I try my best to answer emails within <b>48 hours on weekdays</b>. I do tend to answer emails throughout the weekend, although I am trying to reduce working on the weekends. If you email me, say, on Friday at 4:00 PM, you may not get a response until the following Monday.</li> </ul>

You can expect me to:

- **Reply to e-mails within 48 hours. When I am traveling, I will respond in 72 hours.**
- Do my utmost to provide you with an interactive and interesting class
- 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.
- Give exams that accurately reflect the material covered in class.

I can expect you to:

- Participate fully in online class discussions and other class activities.
- Spend an adequate amount of time on the coursework each week.
- 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.** Constructive criticism is provided respectfully and professionally, criticizing the merit of the arguments or the strength and relevance of cited facts not the person.
- **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.
- Seek help when you need it.

## VII. TECHNOLOGY

This course will be conducted entirely 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: 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 (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." 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. You must have access to word processing and presentation software for this course. Microsoft Office is available for use on the computers in the campus labs. Microsoft Office can be purchased from the UTEP bookstore for a nominal fee. Google Docs & Slides are also free and will let you convert to appropriate formats.

## VIII. EVALUATION

Assignment	Points	% of grade	When will you have to do it?
Reading quizzes	200	20	Due Wednesdays at 11:59 PM*
Engagement Activities	200	20	Due Wednesdays at 11:59 PM Required responses due Saturdays at 11:59 PM*
Midterm Exam	200	20	Due November 17 at 5:00 PM
Comprehensive Final Exam	200	20	Due December 8 at 5:00 PM
Application presentation	200	20	You will sign up for presentation date during first week
<b>Total</b>	<b>1,000</b>	<b>100</b>	

**Note.** \*Week 7 Quizzes & Activity responses due Wednesday of Week 7 at 11:59 pm

### Assignment Descriptions.

#### ***Reading quizzes- 20% of course grade.***

Students will be responsible for taking 10 multiple choice and short answer quizzes. Each quiz will be worth 20 points for a total of 200 quiz points. These weekly quizzes are open book and meant to direct you to the most important points in the week's readings. Reading quizzes will include questions regarding the previous week's student application presentations (see below).

#### ***Engagement Activities – 20% of course grade.***

Students will participate in simulated intelligence activities, discuss the pros and cons of various collection systems, assess sources and methods, evaluate declassified intelligence documents, and otherwise engage with course material. There will be a total of 10 activities worth 20 points each for a total of 200 activity points.

#### ***Midterm exam- 20 % of course grade.***

Students will take a closed-book online midterm exam. The exam may use online proctoring or other security measures as judged necessary. The 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 **November 13<sup>th</sup> – 17<sup>th</sup> at 5:00pm**. You will have advance access to sample questions to familiarize yourself with the topics and general style of the exam.

***Application presentation - 20% of course grade.***

In assigned groups students will be required to present on a relevant topic once this term. The presentation should connect the session's readings to a recent event (e.g. in the last couple years). The briefing is expected to be brief, clear, and concise and conducted ***in 10 – 15 minutes***. Students will have the choice of three options of how to present their findings:

1. As a video;
2. As a narrated PowerPoint; or
3. As a 500-word BLUF report.

NOTE: Students are expected to watch/read each week's presentations. Weekly reading quizzes may include questions on the previous week's presentations. Additional guidelines for this assignment are provided on our Blackboard class site in the "Application Presentations" folder.

***Comprehensive final exam- 20% of course grade.***

Students will take a final online exam. This closed-book exam will be timed, taken at home, administered online, and may be proctored or use other security tools as necessary. You must take the exam from **December 4<sup>th</sup> – 8<sup>th</sup> at 5:00pm**. You will be provided with directions for accessing the exam and practice questions to help you familiarize yourself with the testing system in advance.

## **IX. 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 along with a brief discussion of careers in intelligence analysis. Next, we will cover its main functions, focusing on how analysts can identify opportunities for decision makers and help them think about future events. We will also discuss intelligence politicization.

<b>Dates</b>	<b>Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
Week 1: Oct 22 - 28	<b>Module 1:</b> Class Introduction <b>Module 2:</b> Open Source Intelligence (OSINT) <b>Module 3:</b> Human Intelligence (HUMINT)	- Syllabus - Clark 1-3	-Intro video EC - Quiz 1 - Quiz 2 - Activity 1
Week 2: Oct 29 - Nov 4	<b>Module 4:</b> Communications Intelligence (COMINT) <b>Module 5:</b> Cyber Intelligence (CYBINT)	- Clark 4-5	- Quiz 3 - Activity 2 - Activity 3
Week 3: Nov 5 - 11	<b>Module 6:</b> Nonliteral Intelligence & Sensors <b>Module 7:</b> Intelligence Collection Platforms <b>Module 8:</b> Geospatial Intelligence (GEOINT)	- Clark 6-8	- Quiz 4 - Quiz 5 - Activity 4
Week 4: Nov 12-18	<b>Module 9:</b> Measurement and Signature Intelligence (MASINT) <b>Module 10:</b> Material Acquisition	- Clark 15 & 17	- Quiz 6 - Activity 5
Nov 13 - 17	<b>MIDTERM EXAM</b>		- 11/17 @ 5:00 pm
Week 5: Nov 19 - 25	<b>Module 11:</b> Biological, Medical, and Biometric Intelligence <b>Module 12:</b> Intelligence Collection & Management	- Clark 16 & 18	- Quiz 7 - Quiz 8 - Activity 6
Week 6: Nov 26 - Dec 2	<b>Module 13:</b> Identifying Opportunities <b>Module 14:</b> Estimative Analysis	- Fingar 1-3	- Quiz 9 - Activity 7 - Activity 8
Week 7: Dec 3 - 9	<b>Module 15:</b> Politicization <b>Module 16:</b> When Intelligence Fails	- Fingar 4-6	- Quiz 10 - Activity 9 - Activity 10
Dec 4 - 8	<b>FINAL EXAM</b>		- 12/08 @ 5:00 pm
<b><u>Please note that I reserve the right to make modifications to the course schedule during the semester for either logistical reasons or to take advantage of current events.</u></b>			



## X. ACADEMIC INTEGRITY STATEMENT

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

## **XI. STUDENT DISABILITY SERVICES STATEMENT**

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

E-Mail: [cass@utep.edu](mailto:cass@utep.edu)

## **XII. COVID-19**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. If you need to access campus but are unable to due to COVID-19, please contact Dr. Magee as soon as possible. Reports should be made at [screening.utep.edu](https://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](https://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection. If you are allowed on campus after screening, you must wear face coverings when in common areas of campus or when others are present.

### **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 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.

**ANY AND ALL ASPECTS OF THIS SYLLABUS MAY CHANGE AT THE INSTRUCTOR'S DISCRETION. STUDENTS WILL BE NOTIFIED IN A TIMELY MANNER OF ANY CHANGES TO THE SYLLABUS.**