INSS **3320**
Counterintelligence and Security
Online Syllabus
(Syllabus created May 2024)

Instructor: Dr Joe Bassi, PhD (Lt Colonel, US Air Force, Retired)

Course Start, duration: 10 June, 8 weeks

Email: Jpbassi@utep.edu (This is the best way to get me! I most often will get back to you very quickly—I am here to help you, so never hesitate to get with me if you have a question or issue)

Phone: 571-338-1328

Location: Lompoc, CA (next to Vandenberg Space Force Base---USA/Pacific Time Zone)

Instructor Welcome and Bio:

Welcome to the fascinating, complex, turbulent, and controversial world of US Counterintelligence (CI) and Security!

Dr. Joe Bassi is your lecturer for this course. He completed his PhD in History at the University of California, Santa Barbara in June 2009 and specialized in the history of US physical science and national security studies. From 2010 until 2017, he was an assistant professor with Embry-Riddle Aeronautical University until retirement. During his PhD program, Dr. Bassi also was an Institute on Global Conflict and Cooperation National Science Foundation IGERT Public Policy and Nuclear Threats research fellow at University of California, San Diego.

Dr. Bassi is a retired US Air Force officer with twenty-six years of active duty. He at various points in his military career served as Director of the Joint Typhoon Warning Center (Guam), Professor of Strategic Studies at the DOD's Joint Military Intelligence College, Headquarters US Air Force Action Officer and Program Element Manager, Chief of the Acquisition Meteorology Office at Air Force Space Systems Division, and Assistant Professor of Physics at the USAF Academy.

In addition to the PhD, he has graduate degrees in Meteorology from Penn State, Astrophysics from the University of Colorado, and History from the George Washington University. Dr. Bassi graduated from Manhattan College in 1974 with a BS in Physics (Phi Beta Kappa) and was a distinguished graduate of the Air Force ROTC program. He is the author of "A Scientific Peak: How Boulder became a World Center for Space and Atmospheric Science" (American Meteorological Society Press, 2015). This a

study of how US science funding policies changed in the mid-20th century, and how these changes played out in Boulder, Colorado.

Course Description

This course will examine the evolution of US counterintelligence (CI) organization and operations. The course will focus upon basic definitions, actors, objectives, and requirements. Included will be discussions of selected foreign intelligence services that represent a potential threat to US national security. Attention will also be given to the security threat posed by non-state actors to U.S. government personnel, property, and activities. The course will also explore national CI policy and assess the need for reform of U.S. domestic intelligence and CI efforts more broadly. ***Advice: This course requires much reading, study, and time to do quality writing, so be sure you do have sufficient time to dedicate to the course so you can do well.***

After completion of the course students will be able to:

1. Describe counterintelligence functions and activities
2. Describe and evaluate the US's counterintelligence operations and organizations
3. Understand the broad history of counterintelligence
4. Evaluate and apply counterintelligence theory
5. Describe the role of CI counterintelligence support in the US's national security
6. Understand the goals of offensive and defensive counterintelligence
7. Describe the challenges to US counterintelligence
8. Understand selected other nations' counterintelligence activities and organizations

INSTRUCTOR NOTE: This is the first time this Course is being offered online, and it is brand new in structure. If you come across any inconstancies in guidance or any other issues in delivery, please just let Dr Bassi know via email—thanks in advance for helping to improve the course! Of course, you will also have an opportunity to make suggestions for future offerings when doing the end-of-course critique.

Textbooks

1. James Olson (2019). *To Catch a Spy*. Georgetown University Press

ISBN-13: 9781626166806

DIGITAL ISBN-13: 9781626166813

ISBN-10: 162616680

NOTE: This work is written by a long time practitioner of CI with the CIA, and is full of factual detail and case studies. However, this work also is in part a memoir. As such, he expresses many opinions about past and relatively current CI episodes and events—you are certainly free to agree or disagree with these opinions, as informed as they are. I do not expect you to parrot these opinions in anyway; you are more than free to have the same or different opinions based on your own *scholarly* considerations and analyses—I only ask that you know what he says and understand why.

2. Ewen Montagu (2001). *The Man Who Never Was*. Oxford University Press

ISBN: 139780192853226

NOTE: Montagu's book is an older work from the 1950s, so there are many editions out there. I just use this one for the bookstore—-*using any edition is fine*. Also, as this is something of a classic work, even your local library might have it (if you have access by the time the course starts that is). By the way—The book was made into a good movie in the 1950s with the same title.

3. Hank Prunckun (2019). *Counterintelligence Theory And Practice (2nd Ed.)*. Rowman & Littlefield Publishers

ISBN-13**:** 9781786606884

ISBN-10: 1786606887

NOTE: There is some overlap with the Olson book in Prunckun's treatment of CI, but you will see the latter work is somewhat more theoretical with more "scholarly detachment"—in other words, it is more "text-book like." As such, I think the Olson and Prunckun books complement each other very well. Reading both will, I hope, give you a very well-rounded understanding of the world of CI, both in a practical and theoretical sense. Both are very clearly written.

Requirements

The assessments will be weighted as follows:

Discussion Boards	20%
Two short essays (20% each)	40%
Final Exam	40%

The final exam will test your understanding of the class readings, ***so I suggest you take good notes on everything along the way.*** The exam is open book, but you will not have time to review all the material to give good answers for the three essays on the

final! Other detailed grading criteria are provided with the instructions for each assignment in the course modules or further on in the syllabus.

Reminder on Writing: This is not an English course, but **your writing should be professional and scholarly all times, ie, grammatically correct and readable.** Be sure to proof-read all your work, and this means more than just checking spelling. In this class it is acceptable to have someone read your work for readability, but all ideas should be your own unless you reference them.

Late penalties: *Late assignments will be subject to a penalty of 10% per day late.* Assignments will not *be accepted after they are **3** days late.* ***To avoid late penalties, just ask for an extension.***

Scholastic Integrity

As a UTEP student, you are expected to demonstrate scholastic integrity. In particular, you must properly identify and provide references for all material that you quote or paraphrase.

Cheating, plagiarism and collusion are all violations of the UTEP Handbook of Operating Procedures. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will be referred to the Dean of Students Office for disciplinary action.

Disability Statement

Individuals with disabilities have the right to equal access and opportunity. If you have a condition which may affect your ability to perform successfully in this course, it is your responsibility to contact The Center for Accomodations and Support Services at (915) 747-5148 or cass@utep.edu . You are also encouraged to discuss this in confidence with your instructor, preferably before classes begin.

The Online Learning Community

This course relies on the participation of all the people in the class to make it successful. You should actively engage in the course and be courteous and thoughtful at all times.

While distance education offers greater flexibility than traditional classroom learning, it requires significant **motivation and self-discipline**. In short courses like this one, it is vital that you keep up with the readings and assignments. If, because of work, illness or family emergency, you require a short extension on any assignment, request one from your instructor at least 24 hours before the assignment deadline.

If you would like to discuss more **individual issues and concerns**, please contact Dr Bassi via email, jpbassi@utep.edu. ***Note***: If you send me an email, and then I respond, please let me know my response was sufficient for you. *After ten years of online teaching, I have been amazed how often I will respond to a student question on something, and then never hear back if the student even saw my response*. I do want to ensure my response was adequate for you, plus a "thank you" is always nice to get.

If you require **technical support** related to Blackboard, please contact the UTEP Helpdesk at (915) 747-5257 or helpdesk@utep.edu .

IMPORTANT: Please be sure to *READ ALL MY ANNOUNCEMENTS if you want to do well in this course*----- Usually I do a couple per week to keep in touch with you, and this is really the only way I can give you current information, course updates/corrections, assignment advice, and other forms of guidance. *Try to check your UTEP email at least every 2-3 days.* I'm a "hands-on"/interactive type instructor, and this is vital tool for me to help you get the the most you can out of the course, in the most efficient way.

Discussion Board (DB): Participation is required. Make one post of about 250 words (and not much more or less) for each DB within ***four days of module start (ie, Thursday night).*** *Used proper English at all times* (no twitter-ese, please) and back up any claims with evidence, references, etc. Then, respond to at least 2 of your colleagues' responses by ***day 6 of the module with substantive comments (about 75-100 words).*** *Use this opportunity to demonstrate, writing, knowledge and analysis skills.* References are encouraged when you cite facts, numbers stats, etc. I will grade based on the overall quality of the answer, and how well your writing is formulated. Dispute is encouraged, but always treat ideas and comments—even if you disagree---with respect. NOTE: Please use either Chicago/Turabian or APA formats in all writing in this class.

NOTE: The idea of the DB is for scholarly interchange and dialog, not as a forum for "venting" over an issue of concern. It is not a "blog." So, please keep all discussions professional in tone, scholarly in analysis, and well-referenced.

***The University Writing Center*:** The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC's website ([uwc.utep.edu]uwc.utep.edu). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. Visit the UWC's website to learn more about the services they provide, or make an

appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.