

INSS 5315/3315
Intelligence and Counterproliferation
Online Syllabus
(Syllabus created Summer 2023)

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

Course Dates: 6 June 2023—7 Aug 2023

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 important world of Intelligence and Counter-proliferation (of Weapons of Mass Destruction—WMDs)

Dr. Joe Bassi is your instructor 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. In 1990, he wrote his Air War College paper on why there needed to be new military organizations created for space and

missile defense activities alone—so, policy makers have finally caught up, albeit decades later!

Course Description

This course will examine the development and contemporary use of chemical, biological, radiological, nuclear, and high explosive weapons and their means of delivery—collectively “weapons of mass destruction” (WMD). Special emphasis will be placed on U.S. intelligence efforts to identify and track proliferation threats around the world. Attention will also be given to collection and analytical issues associated with this critical national security issue. NOTE: Prerequisite for INSS 3315: [INSS 3302](#) with a grade of "C" or better (may be taken concurrently).

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 the basic science behind nuclear, chemical and biological weapons
2. Understand historical and current US efforts to stop and/or hinder the spread of such weapons, from World War II to the present.
3. Explain current nonproliferation treaties that apply to such weapons
4. Explain current issues relating to nonproliferation and counterproliferation
5. Describe US intelligence capabilities with respect to WMD detection and analysis
6. Understand the role of the US Intelligence Community (IC) in non- and counterproliferation efforts
7. Evaluate future IC requirements with respect to US non- and counterproliferation activities and desires

Course Structure: This course (like Gaul—see Julius Caesar’s writings) is divided into three parts—the first third is about the science and technology of WMD. The second third discusses the proliferation of these weapons and delivery systems over time. The final third is about the past, current, and future role of intelligence in countering the proliferation of these weapons. Details are given in the weekly breakdown of the 15 weeks we will be investigating this subject. This approach to the course, I hope, will give you a good understanding of this complex and dynamic issue facing US national security decisions makers—what to do about the spread of WMD?

INSTRUCTOR NOTE: If you come across any inconsistencies in guidance, broken links, 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, and I’ll be looking forward to any constructive comments and ideas you may have!

Textbooks

1. US Congress, Office of Technology Assessment (1993). **Technologies Underlying Weapons of Mass Destruction, OTA-BP-ISC-15**. US Government Printing Office.

NOTE: *The link to this text will be provided in Module 1.*

2. Jeffrey T. Richelson (2007). **Spying on the Bomb: American Nuclear Intelligence from Nazi Germany to Iran and North Korea**. W. W. Norton.

ISBN: 978-0-39305383-8 (hardback)

ISBN: 978-0-393-32982-7 (paperback)

3. Joseph Cirincione et al (2005). **Deadly Arsenals: Nuclear, Chemical and Biological Threats (Second Edition)**. Carnegie Endowment for International Peace.

ISBN-13: 978-0-87003-216-5

ISBN-10: 0-87003-216-X

NOTE: This book is *bit* dated, having been written in the '00s. However, it is a classic work, and gives an excellent understating of the WMD desires and capabilities of many nations, most of which have not changed significantly since the book was written. So, the book is particularly useful to get the “big picture” for those nations of concern to US national security decision makers. It also gives a good understanding of various treaties and other efforts undertaken to stop the proliferation of WMD.

4. *(Recommended, not required)* Jeffrey T. Richelson (2018). **The US Intelligence Community (7th edition)**, Routledge Press.

NOTE: *This book is not required*, but it is a standard and highly useful reference to the complex structure of the US Intelligence Community. Especially if you are new to the study of US intelligence organizations and activities, this is an easy-to-use and highly recommended resource.

Requirements

The assessments will be weighted as follows: *(NOTE WHICH LIST APPLIES TO YOU!)*

GRADUATE

Discussions Boards	10%
Major Analytical Term Paper	40%
Final Exam	50%

UNDERGRADUATE:

Discussion Boards	10%
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Two short essays (20% each)	40%
Final Exam	50%

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, well thought out, 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 Accommodations 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 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 (Saturday night) 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.

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). 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.