

SEMINAR IN INTELLIGENCE AND NATIONAL SECURITY
INSS 5302, CRN #28675
ONLINE COURSE
THE UNIVERSITY OF TEXAS AT EL PASO
SPRING, 2020

I. Misty Duke, PhD
Office phone: 915-747-8573
Office hours Mondays 9:00 – 2:00, Kelly Hall, Room 213A
mcduke@utep.edu
We can also arrange to talk over the phone or using Blackboard Collaborate.

II. TEXTBOOK

Gill, P., & Phythian, 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 mortality 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

IV. 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.

V. COURSE REQUIREMENTS

A. Exams (30% of your grade)

There will be two exams throughout 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 (**February 9th** for Exam 1 and **March 8th** for Exam 2). If you cannot take the exam during that time for a foreseeable reason, 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 may 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 the book and class discussions. All the information in the book will not be covered in the class. You are responsible for reading and knowing the book material. Additionally, all the information covered in class will not be in the book. 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 Presi) in small groups of 4-6 students. The presentations will be posted during Week 7 (due by **March 8th** 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 collaborate with their groups on this project. **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 **February 16th**. 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 another group’s presentation by **March 6th** at midnight.

C. Exercises (20% of your grade)

For several topics, I have included interactive exercises that you must complete either in groups or individually. Each exercise has several components. 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)

For some topics, you will be required to respond to at a discussion question. 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) does the student provide 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 **one** other students’ answer. 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 3-5-page paper corresponding to their group’s presentation. The paper must be written in either APA or Chicago style and include scholarly sources. It will be due **March 8th** 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 and graded. 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 collaborate with other graduate students on the research paper. You are also not allowed to quote from the readings or lectures in your paper.*** Students who do so will receive 5 points off of the assignment.

VI. GRADING SCALE AT THE END

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = below 60%

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

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.

Professors are not technical support staff.

Phone: E-mail: Website: In Person:

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

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

UTEP Library, Room 300

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

CHECK YOUR TECHNOLOGY

- 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. The 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

If students have a disability that requires an accommodation, they may contact Center for Accommodations and Support Services at 747-5148.

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 of 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 veracity of the facts not the person.

Cell phones should not be used in class without the permission of the instructor. Students should attend to the instructor during class lectures. Students who are disruptive to the class will be asked to leave. Students who wish to record lectures must obtain the instructor’s permission. Laptops are allowed during class for taking notes or to aid in classroom exercises. Students who use laptops for other purposes will be asked to put them away.

Students should ensure that all emailed communication is written using appropriate etiquette. Please use a salutation (for example, “Dear Dr. Duke”, or “Hello Dr. Duke”), 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.

CLASS CALENDAR*

Week #1 (January 21-26)

What is intelligence?

Gill & Pythian "What is intelligence?"

Lowenthal "What is intelligence?"

Exercise: Research an Intelligence Agency

Intelligence studies: Origins, sources, and methods

Gill & Pythian "How do we understand intelligence?"

Exercise: Source credibility

Week #2 (January 27-February 2)

The disciplines of intelligence collection

Gill & Pythian "How do they gather information?"

Lowenthal "Collection and the collection disciplines"

Discussion Question

Intelligence analysis

Gill & Pythian "How is information turned into intelligence?"

Lowenthal "Analysis"

Exercise: Analysis of Competing Hypotheses

Week #3 (February 3-9)

The intelligence-policy nexus

Gill & Pythian "What do they do with intelligence?"

Lowenthal "The role of the policymaker"

Discussion Question

Intelligence failure

Gill & Pythian "Why does intelligence fail?"

Discussion Question

Exam 1 (February 9)

Week #4 (February 10-16)

Covert action

Lowenthal "Covert action"

Exercise: Covert action

Counterintelligence and security

Lowenthal "Counterintelligence"

Discussion Question

Week #5 (February 17-23)

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

Intelligence ethics and accountability

Gill & Pythian "Can intelligence be democratic?"

Lowenthal "Oversight and accountability" and "Ethical and moral issues in intelligence"

Discussion Question

Week #6 (February 24-March 1)

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 authoritarian regime

Intelligence in the 21st century

Lowenthal "The intelligence agenda: Transnational issues"

Discussion Question

Week #7 (March 2-8)

Group Presentations (March 3)

Comments on Group Presentations (March 6)

Exam 2 (March 8)

Research Paper (March 8)

*This calendar is subject to change.