

PROPAGANDA AND INFLUENCE OPERATIONS
DEPARTMENT OF CRIMINAL JUSTICE AND SECURITY STUDIES
INSS 5308, CRN #26411
TUESDAYS 6 :00-8 :50
EDUCATION BUILDING, ROOM 112
THE UNIVERSITY OF TEXAS AT EL PASO
SPRING, 2024

I. Misty Duke, PhD
Office phone: 915-747-8573
Office hours Tuesdays 10:00 – 12:00, Education Building, Room 111
mcduke@utep.edu

II. TEXTBOOK

Jowett, G. S., & O'Donnell, V. (2019). Propaganda and persuasion. Sage. ISBN: 978-1-5063-7134-4 (J&O)

Clack, T., & Johnson, R. (2021). The world information war: Western resilience, campaigning, and cognitive effects. Routledge. ISBN: 978-0-367-49651-7 (C&J)

Additional readings must be downloaded by students from the University library or may be available on Blackboard.

III. COURSE OBJECTIVES

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

1. Identify the social, political, and psychological factors through which propaganda influences attitudes and behavior.
2. Identify influence operation tradecraft and contrast influence operations conducted by democratic and authoritarian states.
3. Evaluate Western responses to influence operations and attempts to influence others.
4. Discuss the enabling capabilities of the internet, new media, and cyber tools for influence operations.
5. Analyze cases of propaganda and influence operations, inductively illustrating key concepts related to these activities within each case.
6. Develop and report, in writing and oral briefing, independent case analyses of propaganda and influence operations.

IV. COURSE CATALOG DESCRIPTION

This graduate course will take a broad look at the global information environment. You will be exposed to past and present attempts to shape the information environment and

influence mass and targeted public audiences. Key concepts such as strategic communication, public diplomacy, and intelligence support for information operations will be addressed. The course will closely examine the adversarial influence operations of non-state actors and state-run propaganda organizations.

V. COURSE REQUIREMENTS

A. Discussion question/activity participation (20%)

Each week you will be assigned to read material related to that week's topic. During the lecture portion of the class, the instructor will introduce discussion questions and activities designed to further engage students with the topic. You will be graded on your participation in these questions/activities as follows:

- 5:** Full engagement in the discussion *and* demonstration of good understanding of reading material
- 4:** Limited engagement in the discussion *or* some limitations to understanding of reading materials
- 3:** Limited engagement in the discussion *and* some limitations to understanding of reading materials
- 2:** Minimal or no engagement in the discussion *or* minimal understanding of reading materials
- 1:** Minimal or no engagement in the discussion *and* minimal understanding of reading materials

See the Class Participation Guidelines for more information about this assignment.

B. Briefing questions (10%)

Each week the class will analyze a case relevant to that week's topic. You will be assigned to read material related to the case; materials, or links to materials, will be available on Blackboard. During class the instructor will choose one or two students to brief the class on the case details. All students must be prepared to provide the briefing and to answer relevant questions related to the case materials. You will be graded on your briefing as follows:

- 5:** The important points of the case are summarized, *and* the description is accurate
- 4:** Some important points of the case are omitted *or* there are some inaccuracies in the description
- 3:** Some important points of the case are omitted *and* there are some inaccuracies in the description
- 2:** Most important points of the case are omitted, *or* the description is mostly inaccurate
- 1:** Most important points of the case are omitted, *and* the description is mostly inaccurate

See the Class Participation Guidelines for more information about this assignment.

C. Case analysis participation (20%)

All students must be prepared to apply the **key concepts** related to that week's topic to the case and to address **key questions** that will be used to analyze the case. Those concepts and questions will be provided in Blackboard for each week. Your participation in these discussions will be graded as follows:

- 5:** Full engagement in the discussion *and* insightful commentary
- 4:** Limited engagement in the discussion *or* comments show limited insight
- 3:** Limited engagement in the discussion *and* comments show limited insight
- 2:** Minimal or no engagement in the discussion *or* comments are irrelevant to the case
- 1:** Minimal or no engagement in the discussion *and* comments are irrelevant to the case

See the Class Participation Guidelines for more information about this assignment.

D. Practice in-depth case analysis (10%)

Your group will work with the instructor to develop an in-depth analysis of a case pertaining to "The What" section of the course. The instructor will provide the case topic. Your group will write a report on each section of the case analysis, and you will brief the instructor on your analysis. Your group will grade each section of the case analysis using a rubric provided by the instructor to identify areas for improvement. Your group will submit the section of the written report and the evaluation to the instructor on Blackboard by the due date. This work will be done to prepare you for the first In-depth Case Analysis, which will be due two weeks later. The oral briefing will be given in class on **February 27th** and the slides will be due on Blackboard that day. The sections of the Practice In-depth Case Analysis written report are due as follows:

Present a case briefing:	2/6
Introduce the guiding questions:	2/13
Answer the questions:	2/16
Summarize the conclusions:	2/20
Reference the sources:	2/23

All revisions are due two days after feedback has been provided by the instructor. See the In-depth Case Analysis Guidelines for more information about this assignment.

E. In-depth case analyses (40%)

Your group will complete two In-depth Case Analyses. The first will be due on **March 19th** (covering "The What") and the second will be due **April 30th** (covering "The How"). Your group will select a case relevant to the respective section and complete all sections of the analysis on

your own, following the guidelines and rubric discussed during the Practice in-depth Case Analysis. Your group will submit a written report and provide an oral briefing on the due date. All written submissions will be uploaded to Blackboard. If your group provides a late submission, 2% will be deducted from the total score for every day that the work is late. Your group must complete milestones related to the analysis during a two-week period, as follows:

Project Milestones:

Milestone	“The What” Due Dates	“The How” Due Dates
Brief introduction to the case	3/1	4/16
List of guiding questions	3/5	4/23
Outline of the analysis	3/8	4/26

Additionally, you must inform me about your group membership by **January 23rd** and submit a completed Team Contract by **January 30th**. Furthermore, your group must also complete progress reports by **March 7th** and **April 9th**. Individual students must evaluate their group members' performance and participation for each of the three group projects. This assessment will make up part of the Practice In-depth Case Analysis and In-depth Case Analysis grades. Failure to complete these tasks will result in a 1% deduction from your In-depth Case Analysis grades for each day that each task is late.

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. INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

VIII. TECHNOLOGICAL REQUIREMENTS

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access

all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

The entire course is run through UTEP's Blackboard 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.

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.

Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

IX. COURSE COMMUNICATION

Here are the ways we will stay in contact with each other:

Office Hours: I will have office hours for your questions and comments about the course. My office hours are in-person, however, you can request a virtual meeting and I will send you a Zoom link. Please see the days and times at the top of this syllabus.

Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing me, be sure to email from your UTEP student e-mail account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

X. ACADEMIC DISHONESTY

If you are suspected of cheating on the exams or collaborating with other students on the homework or critique, 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 you are 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. **You 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, you must not submit work under their name that you did not do yourselves. You also may not submit work for this course that you produced for another course. If you are found to be cheating in any capacity including plagiarism and collusion, you 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. You are responsible for understanding your 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/>.

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

XI. STUDENTS WITH SPECIAL NEEDS

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

XII. COURSE DROP POLICY

If unforeseen circumstances happen where a drop is necessary, you are responsible for initiating any course drop. It is your responsibility to determine how dropping courses may affect financial aid. **Some students are limited in the number of courses they may drop over their entire academic career of all courses taken at any public college or University in Texas.**

If a course is dropped before the “official census date,” the course will not appear on the transcript, and doesn’t count toward the drop limit.

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 drop limit.

If the course is dropped after the “course drop date” or if you just stop participating, taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript.

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

XIII. STUDENT CONDUCT

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. You should attend to the instructor during class lectures. If you are disruptive to the class, you will be asked to leave. You must obtain the instructor’s permission to record lectures. Laptops are allowed during class for taking notes or to aid in classroom exercises. If you use a laptop for other

purposes, you will be asked to put it away.

According to University policy, “The Texas Department of Public Safety defines a concealed handgun as a handgun, the presence of which is not openly discernible to the ordinary observation of a reasonable person. This same definition is utilized at UTEP. At all times, the handgun must be on or about the license holder’s body or secured and concealed safely.” This means that handguns may not be openly displayed on campus.

You 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.

XIV. ABSENCE POLICY

Please do not come to class if you are displaying symptoms of COVID-19, have tested positive for COVID-19, or have been exposed to someone who has tested positive for COVID-19. In the absence of these events, you are expected to attend all class periods.

Any absences beyond two will affect your class participation grade, even if you are sick or experience some other kind of emergency; you will not be allowed to make up the coursework. You are allowed to participate in class via Zoom if you are sick; this will not count as an absence. If you must be absent, you must inform me as soon as possible; you will be allowed to make up the coursework if you have fewer than two absences. You must review the slides for that class, try to obtain notes from a classmate to learn more about the mini lecture, review the key concepts, and read the case analysis discussion questions.

The makeup work will consist of two emailed discussion questions. You will be required to email me a document in which you answer the discussion questions, provide a two-paragraph briefing of the case, and answer all of the case analysis questions. The work will be due the Sunday following the missed class.

Class materials will be available on Blackboard and a student will be assigned to take notes of major points or conclusions that derived through class discussion. These notes will also be available online. If you must miss class, you are responsible for reviewing this information and for obtaining any further information about the missed class from your classmates.

XV. GROUPWORK POLICY

You will engage in much groupwork in this class; in fact, 50% of your grade will be derived from group assignments (see the In-depth Case Analysis Guidelines to find out why you have to do groupwork in this class). Effective groupwork requires cohesion and group norms about work ethics. In other words, the members of your group should work well as a unit and equally share

in the effort related to group tasks. Unfortunately, sometimes there is a tendency for at least one group member to be a *social loafer*, to allow others to do the work and then take an equal part of the credit. This interferes with group cohesion and violates group norms. Therefore, all members of the group will sign a group contract early in the semester that defines roles, agreed channels for communication, respectful behavior, etc. The contract will also provide a procedure for action if one or more group members violates the terms of the contract. After each group assignment, group members will assess and provide feedback regarding each other's performance during the assignment. This assessment will form part of the In-depth Case Analysis grade.

XVI. UTEP EDGE STATEMENT

The UTEP Edge is our philosophy that acknowledges the many assets our students bring to the University. We provide a variety of high-impact experiences both in and out of the classroom through work of our faculty, staff, alumni, and community partners that build on these assets and talents. Many of the assignments and discussions in this class will further develop the talents you bring to this class such as developing your communication skills, teamwork, critical thinking, and problem solving. These skills will be honed during each class, as we discuss class materials and analyze cases related to the key concepts.

Mastery of these skills will be demonstrated through in-depth case analyses conducted by your group. Some of these assignments, such as case analysis, are related to more general intelligence analysis skills that you have, or will, gain in INSS 5305 Introduction to Intelligence Analysis. Some of the concepts that we discuss related to the use of social media in influence operations are related to concrete cyber tools that students learn to implement in INSS 5307 Open Source Intelligence and INSS 5308 Social Media Intelligence.

XVII. ADDITIONAL RESOURCES

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources.



XVIII. CLASS CALENDAR*

Week 1: 1/16

Introduction to Propaganda and Influence Operations

J&O: Chapter 1

C&J: Chapter 2

Case: Coronavirus vaccine disinformation

THE WHAT?

What is the content of influence operations and what is the effect of this content on individuals and society?

Week 2: 1/23

History of Propaganda

J&O: Chapters 2 and 5

C&J: Chapter 1

Case: Soviet racial engineering during the Cold War

Due 1/23: Post identifying group membership

Week 3: 1/30

Propaganda Theory and Analysis

J&O: Chapters 1, 6, and 8

Case: COINTELPRO and the Black Panthers

Due 1/30: Team Contract

Week 4: 2/6

Cognitive Effects of Propaganda

J&O: Chapter 4

Case: The rise of Iranian influence operations

Due 2/6: Report and evaluation of "Present a case briefing" for Practice In-depth Case Analysis

Week 5: 2/13

Conspiracy Theories as Propaganda

Readings on Blackboard

Case: QAnon and Pizzagate

Due 2/13: Report and evaluation of “Introduce the guiding questions” for Practice In-depth Case Analysis

Due 2/16: Report and evaluation of “Answer the questions” for Practice In-depth Case Analysis

Week 6: 2/20

Effects of Propaganda on Society

J&O: Chapter 3

C&J: Chapters 3 & 10

Case: The Big Lie

Due 2/20: Report and evaluation of “Summarize the conclusions” for Practice In-depth Case Analysis

Due 2/23: Report and evaluation of “Reference the sources” for Practice In-depth Case Analysis

Week 7: 2/27

Practice In-depth Case Analysis Presentations

Case: Changes in North Korean propaganda strategy

Due 2/27: Slides for Practice In-depth Case Analysis

Due 2/27: Evaluation of group members related to the Practice In-depth Case Analysis

Due 3/1: Brief introduction to the case for In-depth Case Analysis

THE HOW?

How do influence operations conducted by state or non-state actors work to transmit propaganda to mass audiences or target populations?

Week 8: 3/5

Influence operations

C&J: Chapters 1, 8, and 11

Additional reading on Blackboard

Case: Chinese influence operations against the U.S.

Due 3/5: List of guiding questions for In-depth Case Analysis

Due 3/7: Group progress report

Due 3/8: Outline of the analysis for In-depth Case Analysis

Week 9: 3/12

No class-Spring Break

Week 10: 3/19

In-depth Case Analysis Presentations (The What?)

Due 3/19: In-depth Case Analysis written report (by midnight) and slides (by noon)

Due 3/19: Evaluation of group members related to the In-depth Case Analysis

Week 11: 3/26

Cyber-enabled influence operations

J&O: Appendix

C&J: Chapter 2

Additional reading on Blackboard

Case: Russia, Ukraine, and the Downing of Malaysian Airlines Flight 17

Course drop deadline is March 28th

Week 12: 4/2 (course tasks will be completed online)

Computational propaganda

C&J: Chapters 7 and 12

Additional reading on Blackboard

Case: Russia and the 2016 U. S. Presidential Election

Week 13: 4/9

Response to Counter Foreign Influence Operations

C&J: Chapter 9

Additional reading on Blackboard

Case: Regulation of Social Media Posts and Removal of Donald Trump's Account from Facebook and Twitter

Due 4/9: Group progress report

Week 14: 4/16

U.S. Government Influence Operations

Readings on Blackboard

Case: "Changing Hearts and Minds" during the Iraqi War

Due 4/16: Brief introduction to the case for In-depth Case Analysis

Week 15: 4/23

No class

Groupwork: In-depth Case Analysis (The How?)

Due 4/23: List of guiding questions for In-depth Case Analysis

Due 4/26: Outline of the analysis for In-depth Case Analysis

Week 16: 4/30

In-depth Case Analysis Presentations (The How?)

Due 4/30: In-depth Case Analysis written report (by midnight) and slides (by noon)

Due 4/30: Evaluation of group members related to the In-depth Case Analysis

* This calendar is subject to change.

In-depth Case Analysis Guidelines

Learning objectives:

These assignments are related to the following course learning objectives:

1. *Analyze cases of propaganda and influence operations, inductively illustrating key concepts related to these activities within each case.*
2. *Develop and report, in writing and oral briefing, independent case analyses of propaganda and influence operations.*

They are also related to the following INSS program learning objectives:

1. *Students will demonstrate a thorough understanding of critical thinking concepts and ideas and the employment of structured analytic techniques used to assess a range of security issues and challenges.*
2. *Students will be able to professionally communicate, both orally and in writing, in a manner that will contribute to their ability to work productively with a diverse and changing workforce.*

Purpose:

Some intelligence analysts are called upon to form judgments related to influence operations. What is the nature of the information that is disseminated, constrained, or degraded? Who is carrying out the operation? What is the intended target? What is the goal? What are the adversary's capabilities? How can we defend against such operations? How can we carry out our own operations? They must apply knowledge about propaganda and influence operations to their understanding of foreign (and in some cases domestic) state and non-state actors.

Additionally, intelligence analysts are often called upon to provide oral briefings. Analysts and military officers learn to use the BLUF format (Bottom Line Up Front) when communicating with policymakers so that the most important information is provided at the beginning of the brief. Analysts must also be prepared to answer questions related to the briefed material.

Intelligence and criminal justice professionals are often expected to work in teams to complete job-related tasks. Groupwork can be challenging, especially when there are diverse perspectives and/or some members do not conform to group expectations. These assignments will help to prepare you to engage in effective groupwork during your career.

Task:

All assignments described on this handout are group assignments, except for the Evaluation of Group Members. Only one member of each group is required to submit group assignments.

In-depth Case Analysis:

Your group will complete two In-depth Case Analyses. The first will cover "The What" portion of the class and the second will cover "The How" portion. Your group will select cases relevant to the respective section and complete all sections of the analysis on your own. Your group will submit a

written report and provide an oral briefing on the due date. All written submissions will be uploaded to Blackboard.

Your report and brief will include the following sections:

Choose a relevant case

The case must have the following characteristics:

1. The complexity of the case must be appropriate to the topic and the available constraints on time and space for the presentation and report, respectively.
2. The case must be a good fit to the topic. In other words, the case should enable the audience to gain additional insight to the relevant topics.
3. There should be enough publicly available information to present an informed summary of the case.
4. The case should not be one that has already analyzed in class or that is scheduled to be analyzed in the future.

Present a case briefing

The briefing should follow the guidelines described for in-class case briefings (see the Class Participation Guidelines handout). That is, it should be presented in BLUF format, emphasize the most important and relevant aspects of the case to the topic, and be concise and informative. However, this briefing will be more extensive than those presented in class, as you will be educating the audience about the case, rather than just providing a review of the case. The case briefing should include the following components:

1. A brief background the the event in question. This may involve couching the event within a historical context or in relation to other events that occurred before or after (When?).
2. An introduction to important people or groups (Who?).
3. An introduction to the setting, where relevant (Where?).
4. A discussion of what took place and how it happened.
5. If available evidence exists, a discussion of why it happened. What were the motives of the actors?

Remember that this is a case briefing, not the case analysis. Reserve your judgments and conclusions for the analysis section of the report. Avoid making assumptions. If you present evidence that is speculative, then make sure you cite a reliable source.

Introduce the guiding questions

List the questions that will be used to guide your analysis of the case. Refer to the Asking Questions handout to help you derive appropriate questions. These questions should identify the purpose of the analysis in its relevant context. For example, to understand why anti-Semitic conspiracy theories are important to national interests, a question might concern the public response anticipated by those who are amplifying the theories.

Answer the questions

Provide your judgment related to each of the guiding questions. Your judgment should be based upon arguments that are both factual and logical and should demonstrate your understanding of the key concepts addressed in class, as well as the dilemmas, debates, and conclusions that we addressed during our class discussions. Identify any solutions to dilemmas or debates that arise during your analysis, solutions or facts that are still unknown (or unknowable), and areas of disagreement and agreement.

Summarize the conclusions

Identify three of the most important conclusions derived from your analysis. Identify two areas where further investigation or deliberation is needed. Finally, remind the audience why this case, and the associated conclusions, are important to national security concerns.

Reference the sources

You should include at least seven sources. Citations must be included any time information is presented that was obtained from another source. Sources must be appropriate: obtained from academic journals, government reports, reputable news agencies, or other sources that are either peer-reviewed or have established standards for publication. Inappropriate sources include Wikipedia, blogs, tabloids, magazines, or social media. A reference page should be included. References and citations should be formatted using an established style (e.g., APA, MLA, Chicago).

Both the written report and oral briefing should be done using BLUF format. The written report and presentation slides will be submitted on Blackboard. The paper should be between 10 and 15 pages in length (not including the title page or references), written in 12-point Times New Roman or Calibri font using 1-inch margins. The paper should include 1) a title page, 2) an introduction, 3) the headings described above, 4) a conclusion, and 5) a reference page. The presentation should include the same components and last between 8 to 12 minutes in length.

As you work on your In-depth Case Analysis, you will be required to complete several milestones, which must be submitted on Blackboard. I may require you to revise and resubmit the information based upon my feedback. Revisions must also be submitted on Blackboard:

Brief introduction to the case:

This submission should be no longer than one page and include the following:

1. A brief (1-paragraph) description of the case.
2. An explanation of why you think the case is appropriate.
3. A brief review of available sources. Are there sufficient sources to provide a review of the case? Describe the type of sources (academic articles, news agencies, etc.) you will be including.

List of guiding questions:

This submission should be no longer than one page.

Outline of analysis:

This submission should be no longer than one page and should be written in brief outline format. Include the following, where relevant:

1. What key concepts are illustrated by your case?
2. What new conclusions have you derived about the concepts, based on the case?
3. What dilemmas and/or debates are illustrated by the case?
4. What solutions have you generated to resolve the dilemmas and/or debates?
5. What remaining questions need to be answered or dilemmas need to be resolved?

Practice In-depth Case Analysis:

Prior to your group presenting your own case, your group will work with the instructor to develop an in-depth analysis of a case pertaining to “The What” section of the course. The instructor will provide the case topic. Your group will write a report on each section of the case analysis (see the sections described earlier for the In-depth Case Analysis), and you will brief the instructor on your analysis. Your group will grade each section of the case analysis using a rubric provided by the instructor to identify areas for improvement. Your group will submit the section of the written report and the evaluation to the instructor on Blackboard by the due date. This work will be done to prepare you for the first In-depth Case Analysis, which will be due two weeks later.

This assignment will be completed as follows:

1. Complete the first section of the Practice In-depth Case Analysis: Present a case briefing.
2. Grade the section using the Practice In-depth Case Analysis rubric below.
3. Identify areas for improvement based on your evaluation and revise.
4. Submit the section to the instructor on Blackboard.
5. Revise the section, if needed, based on the feedback from the instructor.
6. Submit the revision on Blackboard.
7. Repeat Steps 1 – 6 for the remaining sections.
8. Present the final case analysis in class.

There will also be tasks related to the formation of effective teams:

Group Membership Post

You will be required to choose your own group for this project. Groups should include no more than five members. Submit a post with your group membership.

Team Contract

Your group must complete a Team Contract (available on Blackboard) that describes group member roles and responsibilities, group norms, agreements on communication methods and meeting times, and other relevant information. This contract must be submitted on Blackboard.

Group Progress Report

Your group must submit a brief report (no more than one page) regarding your group’s effectiveness in completing the required tasks. Please address the following points in your post:

1. Is the team making satisfactory progress toward completion of this assignment in a timely manner?
2. Is every member of the team honoring the terms agreed to in the team contract?
3. Are there any issues or conflicts the team is working to resolve?
4. Do you need to conference with me on any issues?

Evaluation of Group Members

This is an individual task. You will evaluate each member of your group on the following questions:

1. How reliable was the group member?

- 100% He/she responded to all or most messages, attended all/most group meetings, and submitted his/her portion of the work in a timely manner.
- 50% He/she responded to messages only about half of the time, attended only about half of the group meetings, and/or was often late submitting work.
- 0% He/she did not respond any/most messages, did not attend any/most group meetings, and was frequently late in submitting work.

2. Rate the quality of the group members' contribution.

- 100% The contribution included all or most required/agreed upon elements and met all or most of the requirements of the grading rubric. Work was professional and neat.
- 50% The contribution included about half of the required elements and/or met only about half of the requirements of the grading rubric. Work was somewhat sloppy or disorganized.
- 0% The contribution did not include any/most of the required elements and did not meet any/most of the requirements of the grading rubric. Work was sloppy, disorganized, and not fit to be included in the project.

3. How respectful was the group member towards others in the group?

- 100% The group member was respectful in all/most interactions with all/most group members.
- 50% The group member was respectful some interactions with group members.
- 0% The group member was not respectful in all/most interactions with all/most group members.

4. You may choose other relevant criteria on which to rate your group member.

Due dates:

Practice In-depth Case Analysis:

Present a case briefing: 2/6
Introduce the guiding questions: 2/13

Answer the questions: 2/16
 Summarize the conclusions: 2/20
 Reference the sources: 2/23

All revisions are due two days after feedback has been provided by the instructor.

Present case analysis in class 2/27

In-depth Case Analysis Milestones:

Milestone	"The What" Due Dates	"The How" Due Dates
Brief introduction to the case	3/1	4/16
List of guiding questions	3/5	4/23
Outline of the analysis	3/8	4/26

In-depth Case Analysis:

Assignment	"The What" Due Dates	"The How" Due Dates
Written report	3/19 by midnight	4/30 by midnight
Presentation slides	3/19 by noon	4/30 by noon
Presentation	3/19 in class	4/30 in class

Groupwork Tasks

Group Membership Post 1/23
 Team Contract 1/30
 Group Progress Report 3/7 and 4/9
 Evaluation of Group Members 2/27 (Practice In-depth Case Analysis)
 3/19 (In-depth Case Analysis (The What))
 4/30 (In-depth Case Analysis (The What))

Grading:

In-depth Case Analysis:

The case is appropriate to the topic. It includes the necessary characteristics of a case: appropriate complexity, good fit to the topic, informative sources, and original.

Relevant skill: Deduction, case selection

- 100% The case includes all the necessary characteristics.
- 75% The case is original, but its complexity, fit, or sourcing may have slight problems.
- 50% The case is original, but there are significant problems with its complexity, fit, or sourcing.
- 25% The case is original, but there are significant problems with its complexity, fit, and sourcing.

0% The case is not original.

The case briefing includes all the required components, concisely summarizes the most important and relevant information about the case, and avoids making assumptions or judgments unless documented in the sourcing.

Relevant skills: Description, summarization, research

100% The case briefing includes all the required components, concisely summarizes the most important and relevant information, and avoids making assumptions or judgments unless documented in the sourcing.

75% The case briefing is missing one of the required components, omits one or two relevant pieces of information, or includes one or two irrelevant pieces of information.

50% The case briefing is missing one of the required components, omits one or two relevant pieces of information, and includes one or two irrelevant pieces of information.

25% The case briefing is missing some of the required components and the information provided is not relevant to apply the case to the topic material.

0% A case briefing is not provided.

The guiding questions define the purpose and structure of the case analysis. The questions are framed appropriately.

Relevant skills: Exploration, structuring, generating questions

100% The guiding questions define the purpose and structure of the case analysis. The questions are framed appropriately.

75% The guiding questions require slight revisions for clarity, but it is apparent that they define the purpose and structure of the analysis.

50% It is somewhat unclear how the guiding questions define the purpose and structure of the analysis.

25% The guiding questions are so poorly written that it is unclear how they define the purpose and structure of the analysis.

0% Guiding questions are not provided.

The analysis is based on factual and logical arguments and demonstrates an understanding of key concepts and class discussions.

Relevant skills: Argumentation, hypothesis testing, analysis

100% The analysis is based on factual and logical arguments and demonstrates an understanding of key concepts and class discussions.

75% One or two judgments lack clear support through argumentation, or one or two arguments are not well-cited or illogical.

- 50% Some judgments lack clear support through argumentation and arguments are not well-cited or illogical.
- 25% Most judgments lack clear support through argumentation and arguments are not well-cited or illogical.
- 0% Most or all judgments are not supported by argumentation.

The analysis includes insightful solutions to dilemmas and/or debates, identifies questions that remain to be answered, conclusions, and areas of disagreement, as necessary.

Relevant skills: Debate, evaluation, recommendation, problem-solving

- 100% The analysis includes insightful solutions to dilemmas and/or debates, identifies questions that remain to be answered, conclusions, and areas of disagreement, as necessary.
- 75% One or two components require further development.
- 50% Some components require further development.
- 25% Most components require further development.
- 0% Components are missing.

The summary clearly and concisely identifies three primary conclusions and two areas for further investigation and describes the importance of the case for national security interests.

Relevant skill: Summarization, induction

- 100% The summary clearly and concisely identifies three primary conclusions and two areas for further investigation and describes the importance of the case for national security interests.
- 75% The summary is missing one or two components, or the summary needs minor revisions for clarification or brevity.
- 50% The summary is missing two or three components, or the summary needs significant revisions for clarification, brevity, or reflection on important aspects of the analysis.
- 25% The summary is missing more than three components, or the summary is difficult to comprehend or lacks insight.
- 0% The summary is not provided.

Structure of the paper and presentation is logical and easy to follow. Each section of the paper and presentation have a clearly defined purpose and transitions between sections are logical. The paper and presentation have an introduction, body, and conclusion.

Relevant skill: Organization

- 100% Structure of the paper is logical and easy to follow. Each section of the presentation has a clearly defined purpose and transitions between sections are logical. The presentation has an introduction, body, and conclusion

- 75% There are one or two problems with the structure of the paper. Some headings are applied inappropriately, or the purpose of some sections are unclear or transitions between some sections are missing.
- 50% Either the introduction, body, or conclusion are missing, or headings are used only sparingly or the paper lacks clear structure.
- 25% At least two of the following are missing: introduction, body, conclusion. Headings are used sparingly or inappropriately, and the paper is disorganized.
- 0% There is no apparent structure to the paper. Thoughts are disorganized and the purpose of sections of the paper are not at all clear.

Paper is well-written, free from grammatical, punctuation, and spelling errors. Paper is written in appropriate style.

Relevant skill: Writing skills: grammar, punctuation, spelling, Formatting

- 100% The paper is well-written, free from grammatical, punctuation, and spelling errors and is written in appropriate style (includes appropriately formatted title page and headings).
- 75% The paper is generally well-written, but there are a few grammatical, punctuation, or spelling errors or some inconsistencies with appropriate style.
- 50% The paper includes many grammatical, punctuation, or spelling errors or is very inconsistent with appropriate style.
- 25% The paper is poorly written, including frequent errors in grammar, punctuation, or spelling or is very inconsistent with appropriate style.
- 0% The paper is so poorly written that it is difficult to understand the ideas being presented.

Paper includes appropriately formatted citations and references. Sources are appropriate.

Relevant skill: Sourcing

- 100% The paper includes in-text citations and references written in appropriate style. Citations are included any time information is presented that was obtained from another source. Sources are appropriate: they are obtained from academic journals, government reports, reputable news agencies, or other sources that are either peer-reviewed or have established standards for publication. Inappropriate sources include Wikipedia, blogs, tabloids, magazines, or social media.
- 75% Citations or references are inappropriately formatted or too few citations are included or only one source is inappropriate.
- 50% Citations and references are inappropriately formatted, or more than one source is inappropriate.
- 25% Citations and references are inappropriately formatted, and more than one source is inappropriate.

0% Citations and references are missing.

Paper is 10-15 pages in length (not including the title page or references), written in 12-point Times New Roman or Calibri font, with 12-inch margins.

Relevant skill: Formatting

100% Paper is 10-15 pages in length (not including the title page or references), written in 12-point Times New Roman or Calibri font, with 12-inch margins.

75% Paper is either too long or too short by no more than a page or is not written in the correct font or has margins that are too small or large.

50% Paper is either too long or too short by more than a page or is not written in the correct font or has margins that are too small or large.

25% Paper is either too long or too short by more than two pages or is not written in the correct font or has margins that are too small or large.

0% Paper is either too long or too short by more than two pages and is not written in the correct font and has margins that are too small or large.

Slides are informative, uncluttered, and well-designed.

Relevant skill: Presenting

100% Slides include enough information to creatively illustrate the information being presented and highlight key points, but not so much information as to be cluttered, confusing, or distracting.

75% A few slides are uninformative, cluttered, unappealing, or confusing.

50% Several slides are uninformative, cluttered, unappealing, or confusing.

25% Most slides are uninformative, cluttered, unappealing, or confusing or many slides are missing.

0% Slides are incomplete and uninformative.

The spoken portion of the presentation was synchronous with the slides.

Relevant skill: Presenting

100% The spoken portion of the presentation is relevant to the information on each slide. The narrative is used to explain the information presented on the slide without reading the information directly from the slides. All members of the group participated in the presentation.

75% There were a few inconsistencies between the spoken portion of the presentation and the information presented on the slides or a few slides were not explained in the narrative. Some members of the group did not participate in the presentation.

50% The spoken portion of the presentation generally seemed unaligned with the information presented on the slides or many slides were not explained in the narrative.

- 25% The spoken portion of the presentation generally seemed unaligned with the information presented on the slides and many slides were not explained in the narrative or the presenter read the information directly from the slides.
- 0% The spoken portion of the presentation was very limited, with little to no explanation of the information on the slides.

Presenters kept their presentation within the allotted time (8 - 12 minutes).

Relevant skill: Presenting

- 100% The presenters kept their presentation within the allotted time (8 - 12 minutes).
- 75% The presentation was either too short or too long by no more than one minute.
- 50% The presentation was either too short or too long by 1 – 3 minutes.
- 25% The presentation was either too short or too long by 4 - 5 minutes.
- 0% The presentation was either too short or too long by more than five minutes.

Practice In-depth Case Analysis:

Present a case briefing:

The case briefing includes all the required components, concisely summarizes the most important and relevant information about the case and avoids making assumptions or judgments unless documented in the sourcing.

Paper is appropriate length, written in 12-point Times New Roman or Calibri font, with 12-inch margins.

Paper is well-written, free from grammatical, punctuation, and spelling errors. Paper is written in appropriate style.

See criteria under In-depth Case Analysis.

Introduce the guiding questions:

The guiding questions help to define the purpose and structure of the case analysis. The questions are framed appropriately.

Paper is appropriate length, written in 12-point Times New Roman or Calibri font, with 12-inch margins.

Paper is well-written, free from grammatical, punctuation, and spelling errors. Paper is written in appropriate style.

See criteria under In-depth Case Analysis.

Answer the questions:

The analysis is based on factual and logical arguments, demonstrating an understanding of key concepts and class discussions.

The analysis includes insightful solutions to dilemmas and/or debates, identifies questions that remain to be answered, conclusions, and areas of disagreement, as necessary.

Paper is appropriate length, written in 12-point Times New Roman or Calibri font, with 12-inch margins.

Paper is well-written, free from grammatical, punctuation, and spelling errors. Paper is written in appropriate style.

See criteria under In-depth Case Analysis.

Summarize the conclusions:

The summary clearly and concisely identifies three primary conclusions and two areas for further investigation and describes the importance of the case for national security interests.

Paper is appropriate length, written in 12-point Times New Roman or Calibri font, with 12-inch margins.

Paper is well-written, free from grammatical, punctuation, and spelling errors. Paper is written in appropriate style.

See criteria under In-depth Case Analysis.

Reference the sources:

Paper includes appropriately formatted citations and references. Sources are appropriate.

Paper is appropriate length, written in 12-point Times New Roman or Calibri font, with 12-inch margins.

Paper is well-written, free from grammatical, punctuation, and spelling errors. Paper is written in appropriate style.

See criteria under In-depth Case Analysis.

Presentation:

Slides are informative, uncluttered, and well-designed.

The spoken portion of the presentation was synchronous with the slides.

Presenters kept their presentation within the allotted time (8 -12 minutes).

See criteria under In-depth Case Analysis.

Failure to submit any of the Practice In-depth Case Analysis components on time will result in a 1% deduction from the Practice In-depth Case Analysis grade for every day that it is late. Failure to submit any of the In-depth Case Analysis milestones on time will result in a 1% deduction from the In-depth Case Analysis grade for every day that it is late. Failure to submit any of the groupwork components on time will result in a 1% deduction from the In-depth Case Analysis (The What) grade for every day that it

is late. Failure to submit the In-depth Analysis written report or presentation slides on time will result in a 2% deduction from the respective In-depth Case Analysis grade for every day that it is late.

Scores for each section of the Practice In-depth Case Analysis will be graded twice: once for the original submission and once for the revision (if necessary). The two grades will be averaged for each section. A weighted average of the scores for each section of the Practice In-depth Case Analysis, its presentation, and the group member evaluations will be taken as follows to form the total grade:

Section scores	12% each
Presentation score	25%
Group member evaluations	15%

A weighted average of the scores for each section of the In-depth Case Analysis and its presentation will be taken as follows to form the total grade:

Written report	60%
Presentation	25%
Group member evaluations	15%

Scores for each assignment will be weighted in the calculation of the Total grade as follows:

Practice In-depth Case Analysis	10%
In-depth Case Analysis (The What)	20%
In-depth Case Analysis (The How)	20%

Tips for success:

1. Be familiar with the key concepts from each module.
2. Use the resources provided to you: BLUF Writing Guide, Asking Questions handout. Pay attention to how the instructor organizes case materials for each module.
3. Carefully follow the guidelines presented in this handout.
4. Attend to feedback provided during the Practice In-depth Case Analysis to help you to improve your performance on the In-depth Case Analysis.
5. Pay attention to the due dates. Plan your class meetings well ahead of the due dates; give yourselves plenty of time to complete the tasks.

Class Participation Guidelines

Learning objectives:

These assignments are related to the following course learning objectives:

1. *Identify the social, political, and psychological factors through which propaganda influences attitudes and behavior.*
2. *Identify influence operation tradecraft and contrast influence operations conducted by democratic and authoritarian states.*
3. *Evaluate Western responses to influence operations and attempts to influence others.*
4. *Discuss the enabling capabilities of the internet, new media, and cyber tools for influence operations.*
5. *Analyze cases of propaganda and influence operations, inductively illustrating key concepts related to these activities within each case.*

They are also related to the following INSS program learning objectives:

1. *Students will demonstrate a thorough understanding of critical thinking concepts and ideas and the employment of structured analytic techniques used to assess a range of security issues and challenges.*
2. *Students will be able to professionally communicate, both orally and in writing, in a manner that will contribute to their ability to work productively with a diverse and changing workforce.*

Purpose:

Some intelligence analysts are called upon to form judgments related to influence operations. What is the nature of the information that is disseminated, constrained, or degraded? Who is carrying out the operation? What is the intended target? What is the goal? What are the adversary's capabilities? How can we defend against such operations? How can we carry out our own operations? They must apply knowledge about propaganda and influence operations to their understanding of foreign (and in some cases domestic) state and non-state actors.

Additionally, intelligence analysts are often called upon to provide oral briefings. Analysts and military officers learn to use the BLUF format (Bottom Line Up Front) when communicating with policymakers so that the most important information is provided at the beginning of the brief. Analysts must also be prepared to answer questions related to the briefed material.

Task:

Before class:

You are expected to read the assigned chapters/articles and review the case material. Take note of the key concepts and learning objectives for each module posted on Blackboard. As you review the case materials, jot down some ideas about how the case relates to the key concepts and any other ideas that you have about the case. You are welcome (but not required) do conduct further research or reading about the case if you think that it might help you to apply the key concepts to the case.

During class:

1. Review the learning objectives for the module.
2. Mini-lecture on module topic.

During the mini-lecture, the instructor will introduce *discussion questions and activities* designed to further engage students with the topic. You will be expected to engage in discussions and activities in a manner that demonstrates your understanding of the reading material. This activity requires you to **apply** your knowledge to the material, a deductive process.

3. Case briefing.

The instructor will choose one or two students to *brief the class on the case details*. All students must be prepared to provide the briefing and to answer relevant questions related to the case materials; you will not know prior to class who will be selected to brief the class. You will be expected to accurately **summarize** the most important points of the case using BLUF format (see the BLUF Writing Guide on Blackboard), which means that you should be able to **identify** the most important parts of the case relevant to the module topic. The briefing should be **brief and concise**, but also **informative**.

4. Case analysis.

All students must be prepared to **apply** the key concepts related to that week's topic to the case and to address key questions that will be used to **analyze** the case. You will be expected to **draw conclusions and inferences** about the case based on the key concepts (a deductive process) and also to **evaluate** the broader implications of the case for the module topic (an abductive process).

For the first part of the semester, the instructor will structure and facilitate the case analysis by creating questions related to the case and facilitating case discussions. As the semester proceeds, you will be expected to take a more active role in structuring and facilitating case discussions.

Each case analysis will involve the following roles:

- a. Discussion starter: forms questions related to key concepts and asks and/or clarifies questions to begin the case analysis (see the Asking Questions handout).
- b. Facilitator: facilitates the discussion by encouraging deeper thinking and interaction between students; moderates debate by assisting students to listen to each other's perspectives and respond respectfully (see the Facilitating Discussion handout).
- c. Recorder: records key themes, conclusions, solutions, and dilemmas that arise during group discussion using the Case Analysis template; posts the information on Blackboard.
- d. Discussion wrapper: summarizes the main points of the discussion, including key themes and conclusions and how dilemmas were resolved (or not).

During the first four weeks, the instructor will carry out the Discussion Starter and Facilitator roles. A different Recorder and Discussion Wrapper will be assigned for each class period. Subsequently, students will be assigned each week to carry out each of the four roles. These assignments will be posted on Blackboard.

Due Dates:

Discussion Starters must submit their questions through the Discussion Question link for the specific weeks' module by noon the day of class. Recorders must submit the Case Analysis Template via the link for the specific weeks' module by Sunday after the class. Tardiness on these tasks will negatively impact your Case Analysis Participation grade.

Grading:

Discussion questions/activity participation:

Engagement means that you are responding to many of the discussion questions. You don't necessarily need to respond to every question, but your voice should definitely be heard during class. You must find the right balance between contribution to the discussion and dominating the discussion. Engagement means listening to others, as well as talking. Your engagement should be informed; in other words, don't just speak to hear yourself talk, but say something meaningful. Your engagement should reflect your **understanding** of the reading materials and demonstrate that you have come to class prepared to have an informative discussion.

- 5: Full engagement in the discussion *and* demonstration of good understanding of reading material
- 4: Limited engagement in the discussion *or* some limitations to understanding of reading materials
- 3: Limited engagement in the discussion *and* some limitations to understanding of reading materials
- 2: Minimal or no engagement in the discussion *or* minimal understanding of reading materials
- 1: Minimal or no engagement in the discussion *and* minimal understanding of reading materials

Briefing questions:

The key to **summarizing** a case is to identify which points are most important and relevant to the module topic. This will help you to keep your summary be concise and informative. The brief should be no longer than 3 – 5 minutes. You are expected to brief using the BLUF format. The essence of BLUF (or Bottom Line Up Front) is to: 1. *Tell me what you are going to tell me*, 2. *Tell me*, and 3. *Tell me what you told me*. The point of this briefing is to provide the class with a review of the relevant points of the case prior to the case analysis. Avoid providing your opinions or perspective here; you will be able to give those during the case analysis. Finally, the summary must be **accurate**, based on the case materials provided by the instructor or on well-sourced additional research (the latter is optional).

- 5: The important points of the case are summarized, *and* the description is accurate
- 4: Some important points of the case are omitted *or* there are some inaccuracies in the description
- 3: Some important points of the case are omitted *and* there are some inaccuracies in the description
- 2: Most important points of the case are omitted, *or* the description is mostly inaccurate
- 1: Most important points of the case are omitted, *and* the description is mostly inaccurate

Case analysis participation:

See the notes above about **engagement**. For this assignment, engagement also means effectively carrying out your assigned role in the case analysis. For example, a Discussion Starter who is not prepared with questions prior to class is likely to receive a grade of “1” or “2” for that week. A Recorder who neglects to upload the Case Analysis template will probably receive the same grade. **Insightful** comments are those that demonstrate your ability to think critically about the concepts. Students who make insightful comments can form original ideas or form links between disparate concepts. They may respectfully critique others’ perspectives or build upon others’ ideas to construct new theories. Of course, to engage in insightful discussion of the material, you must come to class prepared (see the “Before Class” section under “Tasks”).

- 5: Full engagement in the discussion *and* insightful commentary
- 4: Limited engagement in the discussion *or* comments show limited insight
- 3: Limited engagement in the discussion *and* comments show limited insight
- 2: Minimal or no engagement in the discussion *or* comments are irrelevant to the case
- 1: Minimal or no engagement in the discussion *and* comments are irrelevant to the case

The instructor will assign points in Blackboard for each student after each class, along with written feedback about your performance. See this [website](#) for information about how to access additional information about your grades. Points will be averaged across all classes and then percentages will be calculated as follows: $(\text{score}/5) \times 100$.

Scores for each assignment will be weighted in the calculation of the Total grade as follows:

Discussion questions/activity participation	20%
Briefing questions	10%
Case analysis participation	20%

Tips for success:

1. Come to class prepared. Read the assigned chapters. Review the learning objectives and key concepts. Review the case material. Take some notes about how you can apply the key concepts to the case material.
2. Use the resources provided to you: BLUF Writing Guide, Asking Questions handout, Facilitating Discussions handout.
3. Be respectful of other students during discussions. Don’t interrupt or dominate the discussion. Listen to each other and provide constructive criticism. Criticize the ideas, not the student.
4. Recognize the difference between opinion and fact. Most of the cases we will discuss have political components and many of us have strong political opinions. Be careful about allowing your political opinions to muddy the waters of our discussions. Remember, influence operations are intended to manipulate our opinions. We must do our best to be objective as we discuss these topics.

5. You are welcome to voice your opinions but make sure that you identify them as such. If you voice a fact, be prepared to provide some evidence for it. If you voice an opinion, make sure that it is an informed opinion; present fact-based arguments to support it.
6. Check Blackboard each week to know if you have been assigned a role. Carry out the tasks related to your role.