

INVESTIGATIVE INTERVIEWING AND INTERROGATION
INSS 5380, SECTION #28312
TUESDAYS 6 :00-8 :50 PM
EDUCATION BUILDING, ROOM 203
THE UNIVERSITY OF TEXAS AT EL PASO
SPRING, 2021

- I. Misty Duke, PhD
Office phone: 915-747-8573
Office hours by appointment, Kelly Hall, Room 213A
mcduke@utep.edu

Note: office hours will be held remotely by appointment until the University transitions to the “medium density” phase of access.

II. **TEXTBOOK**

Intelligence Science Board. (2009). *Intelligence Interviewing: Teaching Papers and Case Studies*. (Kindle version available from Amazon for \$2.99)

Intelligence Science Board. (2006). *Educating Information. Interrogation: Science and art. Foundations for the future*. Washington, DC: National Defense Intelligence College Press. (PDF available on Blackboard)

Additional readings will be available on Blackboard.

III. **COURSE OBJECTIVES**

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

- A. Understand the relevance of human intelligence to the intelligence community.
- B. Recognize how social science research informs the practice of intelligence interviewing and interrogating.
- C. Critically evaluate the Army Field Manual approaches and the government’s past use of enhanced interrogation techniques.
- D. Know the components contributing to successful intelligence interviewing and identify those components in case studies of interrogations.

IV. **COURSE CATALOG DESCRIPTION**

This course will survey a range of investigative interview types, including interviews with witnesses, screening interviews, police interrogations of suspects, intelligence interviews, and elicitation methods. Attention will be given to the empirical effectiveness of various interviewing strategies. Students will also learn about the controversy surrounding the

effectiveness and ethics of enhanced interrogation methods. Students will learn through lecture and application of interview methods in interactive exercises.

V. COURSE REQUIREMENTS

A. Take-home mid-term (40%)

The mid-term will be comprised of several essays to be completed on your own time and will be made available on Blackboard. You will have one week to complete the mid-term; for every day that it is late, 5 points will be deducted from your grade. The mid-term will include questions regarding the topics discussed in class and the readings related to those topics. You are not required to do any additional research in order to answer the questions, but you may do so if you think it is necessary. Any literature you use in answering questions (whether assigned reading or additional research) will need to be cited in your answers. **Avoid using quotes from the lecture or readings in your answers to mid-term questions.** You must submit the mid-term answers on Blackboard on **March 9th** by midnight. The scores on the exam will be adjusted so that the average score is 75% of the maximum possible points.

B. Term paper (40%)

Graduate students will complete the term paper in pairs. You will have two options for completing the term paper. The first option requires you to find relevant research regarding a person who might be interrogated by either an American human intelligence collector or an American police officer. You may choose from present or past terrorists (i.e., from al Qaeda, Palestine Liberation Front, Hamas, Hezbollah), prisoners of war (i.e., from the Vietnam or Korean wars or from World War II), or suspects in criminal cases. You will then need to develop an interrogation plan for this individual. The plan must include consideration of each of the topics pertaining to interrogation that we have discussed in class.

The second option requires you to find a case study (not one that we have reviewed or in class or one included in the readings) on an intelligence or police interrogation. The case study should be comprehensive in its description of the interrogation. You will need to critique the interrogation with reference to the topics we have discussed in class. You can find the grading rubric with specific requirements for each paper listed under the Term Paper link on Blackboard. The paper is due on **May 4th** by midnight. For every day that the paper is late, 5 points will be deducted from your grade. **Avoid using quotes from the lecture or readings in your term papers.**

C. Class participation (10% for graduate students)

Because this is a seminar course, most of your learning will take place through class discussion. As such, your participation in this discussion is vital for all students to obtain meaningful new knowledge and critical thinking skills from this class. You are expected to attend all class meetings, unless you are ill (see Part XII). Please discuss with me any issues that make come up

that require you to miss one or more classes. Your attendance will count toward your participation grade. Furthermore, your willingness to participate in classroom discussions and exercises and in response to discussion questions will contribute to your participation grade.

D. Presentation (10%)

Graduate students are expected to provide a 10-minute presentation on one of the class readings. You will clearly summarize and explain the content of the article/chapter via Power Point slides or Presi. This presentation will demonstrate your thorough comprehension of the material presented in the article/chapter. The presentation should also demonstrate creative insights into the reading/topic and present the material in an interesting manner. You should also be prepared to answer questions from me or the other students. Graduate students should also prepare a discussion question related to the reading/topic and facilitate a brief class discussion. The slides must be submitted to Blackboard by noon on the day of the presentation.

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 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/>.

IX. STUDENTS WITH SPECIAL NEEDS

If you have a disability that requires an accommodation, you 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, you are responsible for initiating any course drop. It is your responsibility to determine how dropping courses may affect financial aid. **You 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. If a course is dropped 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

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.

XII. COVID-19 SAFETY POLICY

All students should complete COVID-19 student training [here](#) prior to the start of the semester.

The present course has a hybrid component that permits for actual face to face interactions with faculty and other students enrolled in this class. Everyone who attends in person activities must wear a face mask (not a face shield, bandana, or mask with valve; cloth or surgical masks are required) at all times while such meetings are taking place, maintain social distance of a minimum of 6 or more feet, and practice proper hygiene practices. Anyone not wearing a mask will be required to leave. The mask must cover your nose and mouth at all times. As you enter or exit campus, minimize the number of encounters with others to avoid infection by the SARS-CoV-2. Use preventive safety and health measures at all times until informed otherwise by campus officials.

The only exception to not wearing mask at all time is while individuals are at the specific outdoor locations on campus that are recommended to be designated as mask-free zones for

use to drink, eat, and take a brief break. While at these locations, all individuals must maintain social distancing of 6-foot minimum, and must not move tables, seats or other items and must not stay in designated mask-free areas to for more than 30 minutes.

If you are unable to wear a face covering (e.g., medical reasons), the best course of action is to enroll in courses that are entirely online or to work with academic advisors, if necessary, to identify alternative courses. If this is not possible, request an accommodation from [Center for Accommodations and Support Services \(CASS\)](#) prior to coming to campus for in-person activities. Students who receive an accommodation to not wear a face covering must share this with the professor and work to minimize contact with others in the class. Students who are considered high-risk according to CDC guidelines and/or those who live with individuals who are considered high-risk may contact [CASS](#) to discuss temporary accommodations for on-campus courses and activities.

Prior to each campus visit, you must complete self-screening at [screening.utep.edu](#). If you are experiencing any symptoms of illness, **do not come to class**. You must stay at home until you are symptom-free. If you have been tested for COVID-19, do not come to class until you have received a negative result. You will not be penalized for not attending class; however, you must inform the instructor when you plan to not attend and I will prove accommodations for you. You must report 1) if you have been diagnosed with COVID-19, 2) are experiencing COVID-19 symptoms, or 3) have had recent contact with a person who received a positive COVID-19 test result. Reports should be made at [screening.utep.edu](#).

Seats in the classroom will be distanced from one another by at least six feet; **do not move the chairs in the classroom or change seats during the class period**, even if you are conducting a small-group activity. The capacity of the classroom is 72; University policy requires a capacity of 38% of normal. Therefore, the classroom can safely hold a maximum of 27 students. You must maintain 6 feet of separation at all times, including when talking with other students. You must also follow the signage indicating specific entry and exit doors and pathways. Do not cluster in groups and keep hallways open. Wash your hands and/or apply hand sanitizer prior to entering the classroom and after leaving the classroom. Do not touch your face until hands are washed or sanitized. Use an alcohol wipe, which will be provided outside the classroom, to sanitize your seat and desk/table prior to class. Follow my protocols for leaving and entering the classroom.

If you fail to follow these guidelines, you will be dismissed from the class and subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery. Please contact the instructor if you have any questions concerns related to your safety on campus.

XIII. PLAN FOR CLASS MEETINGS

You will meet with the instructor every week for this class during our assigned class times, either in-person or online. We will start by meeting online in Blackboard Collaborate; there is a link to Blackboard Collaborate on the Home Page of the Blackboard shell. Although you are expected to attend these meetings, they will be recorded in case you must be absent. You are requested to turn on your video during interactive online discussions (it is fine to have it off during lectures). You are also requested to have a working microphone. Please inform the instructor if you do not have video or microphone capability. Tentatively, class meetings will transition to in-person meetings in March. When that happens, half of the class will meet during the first part of the class (6:00-7:20) and the other half will meet during the second part of the class (7:30-8:50).

XIV. CLASS CALENDAR*

Week 1: 1/19

Introduction to Intelligence Interviewing and Interrogation

Pearce, M.W. (2009). The evolution of defense HUMINT through post-conflict Iraq. US Army War College: Carlisle Barracks, PA.

Brandon, S. E. (2014). Toward a science of interrogation. *Applied Cognitive Psychology, 28*, 945-946.

Fallon, M. (2014). Collaboration between practice and science will enhance interrogations. *Applied Cognitive Psychology, 28*, 949-950.

Executive Order 13491

Week 2: 1/26

Screening Interviews

Department of the Army (2006) **Chapter 6: Screening**. In *Army Field Manual FM2-22.3: Human Collector Operations*. Headquarters, Department of the Army.

Week 3: 2/2

Debriefing Interviews/The Role of Memory

Loftus, E. (2011). Intelligence gathering post-9/11. *American Psychologist, 66*, 532-541.

Johnson, M. (2006). Memory and reality. *American Psychologist, 61*, 760-771.

Week 4: 2/9

The Role of Rapport-building

Vallano, J. P., & Schreiber Compo, N. (2015). Rapport-building with cooperative witnesses and

criminal suspects: A theoretical and empirical review. *Psychology, Public Policy, and the Law*, 21, 85-99.

Week 5: 2/16

Elicitation

Federal Bureau of Investigation. *Elicitation Techniques*.

Intelligence Science Board. (2009). *Intelligence interviewing: Teaching papers and case studies*. Pages 49-58.

Toliver, R. F. (1997). *The Interrogator: The story of Hanns Joachim Scharff, master interrogator of the Luftwaffe*. Atglen, PA: Schiffer Military History. Pages 81-113.

Granhag, P. A., Kleinman, S. M., & Oleszkiewicz, S. (2016). The Scharff Technique: On how to effectively elicit intelligence from human sources. *Journal of Intelligence and Counterintelligence*, 29, 132-150.

Week 6: 2/23

Enhanced Interrogation

Tenet, G. J., Goss, P. J., Hayden, M. J., McLaughlin, J. E., Calland, A. M., & Kappes, S. R. (2014). Ex-CIA directors: Interrogations saved lives. *New York Times*.

Steve Kleinman's testimony before the Senate Judiciary Committee, November 8, 2007.

Duke, M. C., & Van Puyvelde, D. (2017). What science can teach us about enhanced interrogation. *International Journal of Intelligence and Counterintelligence*, 30, 310-339.

Week 7: 3/2

Law Enforcement Interrogations and False Confessions

Neuman, A., & Salinas-Serrano, D. (2006). Custodial interrogations: What we know, what we do, and what we can learn from law enforcement experiences. In Intelligence Science Board (Ed.) *Educating Information. Interrogation: Science and art. Foundations for the future*. Washington, DC: National Defense Intelligence College Press.

Week 8: 3/9

The Role of Social Influence

Cialdini, R. (2009) *Influence: 5th edition*. Boston: Pearson. **Chapter 1: Weapons of Influence.**

Intelligence Science Board. (2009). *Intelligence Interviewing: Teaching Papers and Case Studies*. **Pages 9-28.**

Kleinman, S. M. (2006). KUBARK counterintelligence interrogation review: Observations from an interrogator. In Intelligence Science Board (Ed.) *Educating Information. Interrogation: Science and art. Foundations for the future*. Washington, DC: National Defense

Intelligence College Press.

Due: Midterm Take-Home Exam

Week 9: 3/16

No class-Spring Break

Week 10: 3/23

The Army Field Manual-HUMINT Approaches

Department of the Army. Department of the Army (2006) **Chapter 8: Approach techniques and termination strategies.** In *Army Field Manual FM2-22.3: Human Collector Operations.*

Lankford, A. (2010). Assessing the Obama standards for interrogations: An analysis of Army Field Manual 2-22.3. *Studies in Conflict and Terrorism, 33*, 20-35.

Week 11: 3/30

Detection of Deception

Vrij, A., Granhag, P., Porter, S. (2010). Pitfalls and opportunities in nonverbal and verbal lie detection. *Psychological Science in the Public Interest, 11*, 89-121.

Heckman, K. E., & Happel, M. D. (2006). Mechanical detection of deception: A short review. In Intelligence Science Board (Ed.) *Educing Information. Interrogation: Science and art. Foundations for the future.* Washington, DC: National Defense Intelligence College Press.

Course drop deadline 4/1

Week 12: 4/6

The Role of Power

Intelligence Science Board. (2009). *Intelligence Interviewing: Teaching Papers and Case Studies. Pages 29-46 and Pages 73-81.*

Rowe, M. P. (2006). Negotiation theory and educing information: Practical concepts and tools. In Intelligence Science Board (Ed.) *Educing Information. Interrogation: Science and art. Foundations for the future.* Washington, DC: National Defense Intelligence College Press.

Week 13: 4/13

Evidence-based Interviewing and Interrogation

Swanner, J.K., Meissner, C.A., Atkinson, D.J., & Dianiska, R.E. (2016). Developing diagnostic, evidence-based approaches to interrogation. *Journal of Applied Research in Memory and Cognition*, 5, 295-301.

Brandon, S. E., Wells, S., & Seale, C. (2017). Science-based interviewing: Information elicitation. *Journal of Investigative Psychology and Offender Profiling*, 15, 133-148.

Week 14: 4/20

The Role of Interpreters and Cultural Context

Kleinman, S. M. (2006). Barriers to success: Critical challenges in developing a new educating information paradigm. In Intelligence Science Board (Ed.) *Educating Information. Interrogation: Science and art. Foundations for the future*. Washington, DC: National Defense Intelligence College Press. pp. 236-247.

Department of the Army. Department of the Army (2006) **Chapter 11: HUMINT collection with an interpreter**. In *Army Field Manual FM2-22.3: Human Collector Operations*.

Russano, M. B., Narchet, F. M., & Kleinman, S. (2014). Analysts, interpreters, and intelligence interrogations: Perceptions and insights. *Applied Cognitive Psychology*, 28, 829-846.

Week 15: 4/27

Case Studies of Successful Interrogators/Interrogations

Intelligence Science Board. (2009). *Intelligence Interviewing: Teaching Papers and Case Studies*. **pages 93-200**

Shoemaker, D. P. (2008). Unveiling Charlie: US interrogators' creative successes against insurgents. In National Defense College (Ed.) *Interrogation: World War II, Vietnam, and Iraq*. Washington, DC: National Defense Intelligence College Press.

Week 16: 5/4

No Class-Free Week

Due: Term Paper

* This calendar is subject to change.