INSS 5304 | Syllabus

Syllabus | INSS 5304: Intelligence and National Security Policy and Procedures

CRN | 14197

College | Liberal Arts   Department | Criminal Justice and Security Studies

Instructor | Dr. Paul Ashby Email | pdashby@utep.edu   Google Voice | 575-518-4459

Office and Office Hours | Prospect Hall 106 Tues 10am-12pm/Wed 10am-4pm

Technical Support | UTEP Helpdesk at (915) 747-5257 or helpdesk@utep.edu

Course Dates | August 28th 2023 – December 7th 2023 (final assignment due after this official date)

Classes | Face-to-face Wednesdays 6pm in Room 214 Old Main

Please Note | This Syllabus subject to change - please report errors, typos, confusions

Overview and Core Information

Course and Instructor Introduction
Hello all, and welcome to INSS 5304 ‘Intelligence and National Security Policy and Procedures’. This course aims to help you understand more about how US national security ‘works’, from its foundations, through the policymaking process, and into execution. Now, that may seem a little dry! However, I hope you will find it as fascinating as I do to look at “how the sausage is made” is made in national security policymaking, and we will discover just how personal, incredible, lucky, unlucky, and downright complicated in can be! We will also have plenty of opportunity to get into debates and think critically in this class – yes there’s plenty of facts to learn, but that there’s also plenty of creative thinking we need to do! Finally, it is extremely important you are aware of these realities as you embark on or further your national security, intelligence, and wider careers.

My name is Dr. Paul Ashby. I am a relatively recent arrival in El Paso, TX from the UK – specifically a seaside town called Ramsgate (don’t use Wikipedia as a source!) I have lived in El Paso for coming on eight years now. I have
taught numerous courses in International Relations (IR) and Security Studies for over ten years, here and in the UK, and both face-to-face and online. My doctorate explored U.S. security interaction with Mexico in the context of Mexico’s drug-related security crisis, U.S. Homeland Security, and North American regional security.

**Contacting Dr. Ashby**

This is a face-to-face course with lots of online work. Communication between us is very important! It is very much best to **e-mail** me directly with any questions, and indeed I will be emailing you directly, too. Keep an eye on your UTEP email accounts. I will always try and respond to you within 24 hours, and always try to help where I can. It will be especially important to contact me if you need any guidance with work, or any challenges you are experiencing as we move through the course.

We will also use Blackboard extensively, so get **au fait** with our shell when it opens, especially if you are new to INSS! I will be holding official office hours on Wednesdays prior to class, and also on Tuesday mornings. I know schedules can be challenging. If you need something email me and we can set up a specific date and time, or arrange a call, though do note Mondays, Thursday and Friday afternoons will be difficult. Please ask about this. I will work with you, including out of normal work hours if necessary! Indeed, even though I have some blocked off times...

**Important Note!** I am looking forward to working **with** you all on this course! I am aware that all of you have busy schedules and responsibilities and commitments. These are often hugely multiplied with work, childcare, school, and other concerns. Rest assured, I will remain as flexible to your needs and commitments as the class progresses as I can, whilst also maintaining the standards of a Master’s program. You can always discuss issues with me directly and on an individual basis - whether in class, in Blackboard, and/or through email. We can work together to make sure you get the best possible experience from the course! **I will be as flexible as possible!**

**Information in the Syllabus**

This Syllabus document is meant to be an introductory guide to the course, giving you the key information necessary prior to its commencement. It still hopefully answers to a lot of questions will be here! Please use **Blackboard** to see the module breakdown, which will also show readings and tasks. Then there will also be a **Work Guidance Document** which gives deeper guidance and advice for all the assessed work on the course.

**Online Classroom**

We will use Blackboard as our online classroom. I’ll post all the necessary course materials and module materials there. If you’re not familiar with Blackboard, please reach out.

Just so you know, there’ll be a **Home Page, Core Information, and Module Pages**. There is also a **Discussion Board** for which will be assessed as detailed below, and some ‘Content Quizzes’ too. I will provide a variety of prior material for each module to help you with these activities.

There’ll also be a space upload your **Content Challenge, Final Assignment Plan and Final Assignment**.

I’ll try to help with any technical issues, but likely if you require technical support related to Blackboard it is best to contact the **UTEP Helpdesk** at (915) 747-5257 or **helpdesk@utep.edu**.

**The Course**

**Course Description**

How the U.S. defines, pursues, and (perhaps!) achieves its national security is key to everything we’ll study together. Let me try and give some examples of what that can look like. Consider U.S. assistance to Mexico to help fight drug trafficking. First, there’s a whole debate as to how this affects national security, and what the best policy responses are to that! The U.S. chose assistance in military, law enforcement economic, and social areas, with a heavy emphasis on the first two. In recent years, that operated through the Mérida Initiative, a major aid and assistance package. That Initiative was envisioned and planned through the national security process at the
executive level, with personal input from major personnel in that “enterprise”. Then it was funded through Congress, and they added, for example, human rights conditions to the assistance. Then this has to be administered and implemented through the policy process and the departments and agencies that do the work on the ground, from the big operators like the Department of Defense (DOD) and Department of State (DoS), to specific bureaus and agencies within those huge institutions, as well as lesser known parts of, for example, the Department of Energy (DoE) or Department of the Treasury (DoT). Phew! The Mérida Initiative is an example of security cooperation, a key “policy and process” rich element of the U.S. national security toolkit that aims to empower partners and allies to build their own national security and thereby help the U.S. be stronger. Security cooperation is huge with huge roles for DOD and DoS, and important roles for Congress, for the Defense Security Cooperation Agency (DSCA), for Embassies and Consulate staff around the world... Phew again! And these are just two relatively small examples involving specific parts. This is a big world!

So you might already feel you are tumbling down a policy and procedure rabbit hole. Don’t panic! This course starts at the 30,000 feet level. We think about what U.S. national security is and how it came to be. We think about the big things the U.S. wants for its national security. Before we get into all this policy stuff we will ask how and why the US national security system developed the way it did, how it defines the U.S.’ relationship with the world, how it connects to something called “grand strategy”. This is extremely important to know, will help you understand the policy world and U.S. national security on a much wider scale, and allows us to get into some intriguing debates about what the U.S. should do in the world to secure itself, and its interests. Only when we get that right, and think about some history, do we get into the complex moving parts and the facts and theories about it all works (or otherwise). This is one of those course that will make more and more sense as the weeks move on!

One thing you might note already. We are looking at how national security policy and procedure works beyond intelligence. Intelligence features throughout, and we look at it across the course, and in one of our module weeks directly. But we are studying intelligence in its context, as part of a much, much bigger world! Remember, intelligence serves policy (or is meant to!), as opposed the other way around! I am not an intelligence expert, and neither am I a political scientist, policy analyst, or national security practitioner. However, we will use aspects of these disciplines and we will try and think and act as practitioners in our course together (some of you of course are national security practitioners!).

Objectives
Overall, this foundational course seeks to do three core things academically.

Firstly, give a good account of the deep context of US national security that you need to know, such as:
- how and why did the U.S. create an unprecedented national security system after 1945 which involved a huge expansion of the state?
- how and why did it define its national security interests on a global scale?
- what are the working parts of the national security system, and how do they work?
- how is that system meant to execute that national security and the policies and approaches that go into it?
- how does it deal with contingencies and crises?

Secondly, we will look at the national security system or enterprise the U.S. created, enlarged, and adapted over the years to get at its global national security interests:
- what is the core foundation of this system and its history
- how does it work theoretically – specifically how does something called the interagency process work?
- how does it work practically, and indeed what challenges its workings!
- what academic theories and concepts can help us understand this complex system and its workings?
- how do separate parts of the system and process work i.e. departments like state or agencies like the Central Intelligence Agency (CIA)
- what issues reside within these separate parts that affect the overall process

Thirdly, throughout the course we will think about some big debates in US national security:
- why does the US define its national security interests as it does?
- are those the right interests? Does it have the right system and strategy to get to the right interests?
- is the system and strategy adaptable enough to change and crisis, and even...?
- ... has it become a self-perpetuating system persisting past its usefulness to the real world?

Through that, you should get a good idea of how this system came to be, how it works, what it is meant to achieve, and some of the wrinkles in it! On completion of the course, students should be able to demonstrate:

> Knowledge of historical lineages influencing the nature of US national security;
> Knowledge of the formation of the national security state, it’s ties to grand strategy, and how it relates to claimed U.S. interests
> Critical awareness of multiple explanations why the US national security state was formed, including through IR theory;
> Core empirical knowledge of how the US national security state was formed, and its interworking elements (*which we will refer to as the national security enterprise);
> Understanding of the nature and complexity of the national security enterprise;
> Use of political and social science concepts and theories to explain bureaucratic cultures and some of the debate around US national security paradigms;
> Working knowledge of the interagency enterprise, its moving parts, its processes, and its complexity;
> Analytical awareness and ability to pick through policy processes through the interagency process and influence of other parts of the US state;
> Ability to look at real world decisions, events, policies through this deeper contextual frame
> Understanding of national security not just as an ‘academic’ concept, but a working world
> Think critically about the efficacy and applicability of the national security enterprise, but realistically about change!
> Deeper knowledge of how specific key players in the national security enterprise ‘work’ – and how they sometimes can be challenged
> An ability to connect the above to real world events

Textbooks and Recommended Reference Materials

Required – but provided!
We will use the following as our main textbook. Chapters from it will be made available to you as PDFs!

Required

Course Module Breakdown
Below is a simple, at a glance breakdown of the weekly module topics on the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Week Start/Class Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. What is this course? What isn’t this course? And what is national security?!</td>
<td>08.28.23/08.30.23</td>
</tr>
<tr>
<td>2.</td>
<td>2. Dangerous Nation? national security and US history</td>
<td>09.05.22/09.06.23 (09.04.2023 is Labor Day 😱)</td>
</tr>
<tr>
<td>3.</td>
<td>3. Forging the National Security State</td>
<td>world war II, the cold war and grand Strategy</td>
</tr>
</tbody>
</table>
4. What is the ‘National Security Enterprise’ and ‘the Interagency Process’? 09.18.23/09.20.23

5. Essence of Decision | cold war crises and the national security process **Group Exercise!** 09.25.23/09.27.23


7. Contemporary Context II | the role of bureaucratic politics (or how I learned to stop worrying and love ‘the blob’) 10.09.23 (Indigenous People’s Day)/10.11.23

8. Key Players I | the president and the national security council 10.16.23/10.18.23

9. Key Players II | department of state 10.23.23/10.25.23

10. Key Players III | the military 10.30.23/11.01.23

11. Key Players IV | intelligence in national security 11.06.23/11.08.23

12. Key Players V | congress and domestic politics 11.13.23/11.15.23

13. Thanksgiving Week! No class 11.20.23/No class meet

14. Key Players VI | securing the homeland (with more politics?!?) 11.27.23/11.29.23

15. Interagency Simulation **Group Exercise!** 12.04.23/12.06.23 🤔

**Course Requirements, Due Dates, and Overall Grading**
This course has several tasks and assessments, which will be due and weighted as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of Overall Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introduction</td>
<td>2%</td>
<td>09.03.23 11.59pm</td>
</tr>
<tr>
<td>Weekly Discussion (Online)</td>
<td>14%</td>
<td>Credit opportunity every module throughout course</td>
</tr>
<tr>
<td>Classroom Contribution</td>
<td>5%</td>
<td>Score based on contribution to in-class discussion</td>
</tr>
<tr>
<td>Content Pieces including Mid-Term Piece (3)</td>
<td>24% (8% each)</td>
<td>In Modules 3, 7, 12</td>
</tr>
<tr>
<td>Content Challenges (3)</td>
<td>15% (5% each)</td>
<td>In Module 4, 8, and 11</td>
</tr>
<tr>
<td>Final Assignment Plan</td>
<td>5%</td>
<td>11.19.23</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>21%</td>
<td>12.10.22</td>
</tr>
<tr>
<td>Group Exercises</td>
<td>12% (4% Module 5 Exercise, 8 Module 13 exercise)</td>
<td>09.21.22/11.16.22</td>
</tr>
</tbody>
</table>
Course Evaluation  |  2%  |  By UTEP deadline
---|---|---
Total  |  100%  |  

The achieved grades will be given numerically in percentages on the UTEP grading scale:

59 & below (F) | 60-69 (D) | 70-79 [C] | 80-89 (B) | 90-100 (A)

See Curriculum and Classroom Policies for more information on grading at UTEP.

Course Expectations and Key Advice

My Expectations of You...
My expectations are straightforward - I expect you to try your best on this course, keep to deadlines - or keep me informed if you need some extra time - and complete the work required! This course relies on the participation of all the people in the class to make it successful. At times the pace will be a little slower, at others the work may come thick and fast. Use the slower times wisely! 🙃

As this is a graduate course, the reading is quite extensive, and very important. This is the key thing I expect each week – for you to have completed some of the required reading. This reading, and some extra effort, is key to your Content Challenges, Group Exercises, Discussion Pieces and in the Final Assignment. Indeed, reading is the key to success! In my experience, there is almost always a correlation between those who demonstrate they have read carefully and widely during the course and those who get the highest marks!

What you can expect of me
You should expect flexibility from me and understanding of any situations that might impact your work.

You should always feel comfortable approaching me for help, guidance, and advice. If you do need something, let me know. I will endeavor to respond to any email queries within 24 hours. I really do encourage you to contact me about your assignment topics early on. I will also be understanding of personal circumstances affecting work and deadlines – if we communicate. More on that below.

Instructions and what you need to do to perform well in particular assessment tasks and on the course should be clear from the material provided you within and without of class.

I will endeavor to provide assessment feedback within seven days of the due date. I will let you know if there is any likely delay to that. I have found this tougher going with new responsibilities as Director/Advisor and with recent events. If I am delayed, deadlines for you will be adjusted accordingly.

Expectations of each other!
If there is anything you are unsure of, let me know! Again, communication between us will only ever help.

If you require content-related help and support, please reach out. You can use the Ask the Professor forum in the Blackboard shell - if you are wondering about something, probably other people are wondering too, and you are helping everybody out by being the brave one who asks! Plus, you can of course contact me directly anytime. I will aim to help with content, and with any situations that are affecting or likely to affect your work. I am always available! You just need to reach out – you won’t find out unless you ask! 🙃

Be courteous in online communication. Stick to the rules and expectations of academic integrity! More on those below, too!

Late Policies
It is essential to be organized and manage your time wisely.
However! If, because of work, illness or family emergency (especially but not exclusively related to Covid-19) you find yourself struggling to keep up with what is expected, please email me as soon as possible. I know that on occasion life does of course intrude on other plans! As I mentioned above, I am aware that you have existing commitments and responsibilities. I will be flexible as long as you communicate with me!

If you require an extension on course work because of extenuating work, health or family reasons, email me at least 12 hours before the relevant assignment deadline. Briefly explain your situation and request an extension of a specific length (e.g. 1 day). I will reply as soon as possible. Depending on the case, you may need to submit supporting documentation (e.g. a doctor's note).

**In cases where an extension has not been arranged and no contact has been made between me and the student, work submitted late will be subject to a penalty of 5% per day, unless later there is a good explanation, with supporting documentation, later on.**

**Assignments will not be accepted after they are 7 days late and there has been no communication between us; they will be given a grade of 0.**

**IMPORTANT!** I will work with you on these issues! I know how busy you all are in the INNS program, often with full time work commitments and everything else life throws at us. That is doubly true right now. All I ask is that you make sure you let me know what is going on, and I will help.

**Academic Integrity**

As a UTEP student, you are expected to demonstrate academic integrity. In particular, you must properly identify and provide references for all material that you quote or paraphrase. Cheating, plagiarism and collusion are all violations of the UTEP **Handbook of Operating Procedures**. Again, for more on this see the relevant section of the **Curriculum and Classroom Policies**. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will be referred to the Dean of Students Office for disciplinary action.

* **NOTE!** Large tracts of texts copied verbatim, even if you have a reference for them, is considered technical plagiarism, especially if they are not indicated with quotations. Repeating your own work is a form of self-plagiarism. In both cases, action can be taken accordingly. *

We will cover this again in class. However, if you have any questions or concerns about this please do let me know. If in doubt – check!

**Evaluations**

We will have an official evaluation near the completion of the course through UTEP. UTEP greatly appreciates your input and opinion on courses. From a personal perspective, I take your feedback seriously and will always try to incorporate it into the course where appropriate. We therefore greatly appreciate you taking the time to complete these evaluations. **IF I GET A 70% EVALUATION RESPONSE RATE, I WILL GIVE EXTRA CREDIT (see above)**

**The Online Learning Community**

Learning relies on the participation of all the people in the class to make it successful. You should actively engage in the course and be always courteous and thoughtful. Before you begin the course, take a few minutes to review the **core rules of online communication**. The key thing - be as respectful online as you would offline! Disagreement is healthy and natural; insults and *ad hominem* are not! Read other’s post carefully, respond with mutual respect, and remember we’re a community learning together.

**Other Important / Helpful Information**

**UTEP Course Drop Policy**

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student’s responsibility to determine how dropping courses...
may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**
You should contact me as your advisor about this.

a) Students who drop a course **before the “official census date,”** the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.

b) Dropping a course **after the official census date, but before the “course drop date”** will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, a “W” counts against your 6-drop limit.

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

d) UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A “W” or an “F” will be issued. A “W” for these reasons counts against the 6-drop limit.

**Disability Statement**

Individuals with disabilities have the right to equal access and opportunity. If you have a condition that may affect your ability to perform successfully in this course, it is your responsibility to contact The Center for Accommodations and Support Services (CASS) at (915) 747-5148 (voice or TTY) or cass@utep.edu. CASS has a new portal for students and instructors that makes the whole system electronic – there’s information in the link above. You are also encouraged to discuss this in confidence with me, preferably before classes begin.

**Copyright & Fair Use**

Much of the material that is posted within this course is protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.