TRANSNATIONAL THREATS

Textbook: No specific textbook is required. Readings will be posted on Blackboard, accessed from the http://my.utep.edu homepage, or on websites noted on the syllabus.

Course Description: This course will examine a wide variety of transnational threats/dangers and the actors, activities, or forces involved. We will explore their impact on U.S. national security and the unique challenges they pose for the Intelligence Community (IC). The course begins with a survey of global trends and related evolving threats, and how the ensuing focus on these threats is different from traditional models of security centered upon the nation state. The concepts of insufficient governance and the associated dangers of failing states will be described in relation to arising security issues. Specific transnational threats such as WMD proliferation, terrorism, narcotics, and financial crime will then be examined as both unique and interrelated phenomena. In conclusion, the class will explore the Intelligence Community’s attempts to deal with these fluid and adaptable challenges to our security.

Note: It is essential that students read the assigned material every week, scan their choice of current news sources and participate in discussions.

Course Goals and Objectives- at the end of this course you will be able to:
DISCUSS global trends and their relationship to evolving threats
IDENTIFY and DESCRIBE a range of transnational threats
ANALYZE recent national security events related to the course matter
EXPLORE the motivations and goals of non-state actors
DESCRIBE the methods employed by threat groups to achieve their aims
WRITE AND PRESENT a coherent analysis of a contemporary issue in a format typically utilized by the intelligence community

IMPORTANT NOTE: Distance education demands a considerable amount of self-discipline and motivation. You will enjoy a flexibility to work and study at times that fit your personal schedule; however, you must still meet weekly course deadlines. If you feel you require the structure of a classroom to stay engaged, then this class is not for you. Setting up regular times to sit down and focus your attention on the course materials is essential to success. I realize that you are balancing many issues in your life and have chosen distance learning as an option to fit your individual circumstances and that is why I am pleased to offer this option in the INSS program.
Course Requirements:
Participation and dialogue via postings to an online discussion board are essential to the seminar style employed in this class and constitute a substantial portion of the overall grade. Tolerance and respect of each other’s opinions should be upheld, even when differences of opinion arise to stimulate the discussion. The academic grade will be composed of a short biography, two tests on the readings, instructor questions/discussion, and a research project and a final presentation.

Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Questions (2 per week)</td>
<td>40 points/wk. x 6 weeks = 240 points</td>
</tr>
<tr>
<td>Group Discussions (2 per week)</td>
<td>20 points/ wk. x 6 weeks = 120 points</td>
</tr>
<tr>
<td>Test 1</td>
<td>150 points = 150 points</td>
</tr>
<tr>
<td>Test 2</td>
<td>150 points = 150 points</td>
</tr>
<tr>
<td>Paper</td>
<td>150 points = 150 points</td>
</tr>
<tr>
<td>Power Point presentation</td>
<td>150 points = 150 points</td>
</tr>
<tr>
<td>Biography</td>
<td>40 points = 40 points</td>
</tr>
<tr>
<td>Total</td>
<td>= 1000 points</td>
</tr>
</tbody>
</table>

ASSIGNMENTS:

Instructor questions (by Unit): Each of you will be required to post answers in the assignment area to the question(s) uploaded by your instructor for Units 2-6 (these are due MIDNIGHT Sunday) (Please identify the unit and associated answers clearly). These answers will be graded in accordance with the rubric shown below (40 pts/unit maximum). Concise, yet thorough answers are appreciated – you will not get extra credit for lengthy answers.
Weekly Assignment Grading Rubric (For Each Instructor Question)

<table>
<thead>
<tr>
<th>0-6 Points</th>
<th>8-14 Points</th>
<th>15-20 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Responds partially to questions or not at all</td>
<td>✓ Responds adequately to questions asked</td>
<td>✓ Responds fully, concisely, and thoroughly to questions</td>
</tr>
<tr>
<td>✓ Grammatical or spelling errors detract heavily</td>
<td>✓ Some grammar or spelling errors</td>
<td>✓ Writing is free or almost free of errors</td>
</tr>
<tr>
<td>✓ Postings don’t reflect other readings at all or inadequately</td>
<td>✓ Postings tie in other readings to support answer</td>
<td>✓ Postings incorporate other readings very well</td>
</tr>
<tr>
<td>✓ Does not present ideas clearly</td>
<td>✓ Presents ideas adequately</td>
<td>✓ Presents ideas clearly and persuasively</td>
</tr>
<tr>
<td>✓ Facts are incorrect</td>
<td>✓ Facts are correct but with minor errors</td>
<td>✓ Facts are detailed and correct</td>
</tr>
<tr>
<td>✓ Readings were poorly understood</td>
<td>✓ Satisfactory grasp of readings</td>
<td>✓ Readings fully understood</td>
</tr>
</tbody>
</table>

Weekly Discussion Board Postings: Students must also post a minimum of two comments weekly before midnight on Sunday for Units 2 - 6, either directly related to the readings or to your teammates regarding their presentations (preferably helpful and constructive). You are encouraged to question assumptions in the readings or related issues and make pertinent comments that may encourage further discussion or debate. Each comment will be worth up to 10 points (insightful comments score higher) (20 pts/unit). You may, of course, make additional postings if you desire but only the first two will be graded.
**Specific paper / presentation requirements:**
The research project will center on a set of approved topics, unless specifically permitted by the instructor in advance. Please provide a “Key Judgments” of approximately one page at the beginning of the paper. It must be of appropriate length (approximately 4-6 pages – not including the Key Judgments), substantive, and employ realistic, quality analysis. It should be written in a professional style (third person), as if you were already working for an IC agency, without slang, cynicism, or opinions and express ideas employing proper grammar and spelling. The last week of class will be devoted to presentations of these research projects (as noted in the section below). All papers should be in 12-point font (Times New Roman or Courier) with 1-inch margins, double spaced. They should be written in the APA documentation style (see http://writing.wisc.edu/Handbook/DocAPA.html).

You should follow an intelligence estimate format (examples provided in class on Blackboard) and NOT simply construct a research paper (this means you will employ language of “likelihoods” and “confidence factors” such as that found in National Intelligence Estimates). The paper should be centered on **ANALYSIS** of a given intelligence / security topic – don’t just turn in a summary of information gathered from multiple sources. Since this is an academic project, you MUST also include in-text citations and a properly formatted reference list. You must have a minimum of 10 references.

**Presentation:** Uploaded slides/briefing of your research project should not be too complex, with a *rule of thumb being no more than six bullets per slide, and five-ten words per bullet.* I would suggest no more than 12 total slides. The idea is to be able to present a succinct, informative brief in less than 10 minutes as if presented to an audience. Utilize the notes pages portion of Power Point to explain background information if desired. As an alternative to a slide presentation, you may record yourself delivering a briefing if desired, with a maximum of 10 minutes length.

**Tests:** These must be completed by **midnight Sunday of the Unit week.** Tests cover the reading assignments listed in the syllabus, if you don’t read them, you won’t pass. **I highly recommend that you take notes as you cover the readings, which you can then use for the Tests.** Most students find the written test the most difficult part of this course, so please review your notes. You may open the test online only once, you cannot close it and come back to finish it later.

**Other:** In documented circumstances that you communicate to me in a timely manner, I may allow assignments to be submitted late. They may be penalized at my discretion. If the assignment is more than 3 days late without my permission, no points will be given.

**Miscellaneous information:**

**Required Software:** You will need the following software on your computers to efficiently work in this course. If you are using a lab on campus, they will probably already have the necessary software. All the needed programs are free downloads on the internet.

- **Adobe Acrobat Reader.** You can get the program by going to [http://www.adobe.com](http://www.adobe.com).
- **Apple QuickTime Player, Windows Media Player or Real Player.**
Microsoft Office - I recommend it purely because all the labs on campus have it and it is inexpensive in the bookstore. As students, you can generally buy this whole package for far less than the average retail store price.

The bottom line is . . . if I cannot open your documents, they will NOT be graded so don’t utilize some obscure software that won’t convert.

**Being Successful in an Online Course: Online learning is not a spectator sport.** It is everyone's responsibility to participate as fully as they can, so everyone can get the most from the experience. Here are some simple rules to follow to ensure fruitful participation in the learning process:

- Begin the class the first week and keep up with it. One of the surest ways to fail an online course is to put off your weekly assignments.
- Ask questions: If you don't know the answer, someone else will.
- Please ensure that you have clearly indicated the subject of your message or post.
- Reach out to others: Offer a fact, article, link or other item that can help others learn something you can share.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will be subject to disciplinary action as well.
- Be diplomatic: Tolerance and respect of each other’s opinions should be upheld, even when strong differences of opinion arise. When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Remember, there is a person at the other end.

**AVOID USING ALL CAPS, LARGE FONT, OR BOLD.** It makes it look like you are shouting!

---

**Miscellaneous Items:**

a) There is an ONLINE SYLLABUS QUIZ to be completed during the 1st week.

b) WITHDRAWAL – you may drop the course on or before course **specified date**, with a grade of “W” by completing the form at the Registrar’s Office. This is your responsibility.

c) PARTICIPATION – we are here to learn from one another and active discussion is an important element.

d) EMERGENCIES– contact and provide documentation to me as soon as possible, and I will work with you to help as much as I reasonably can.

e) PLAGIARISM– all material closely paraphrased or quoted must be cited! If what you are writing is not common knowledge and other than your own thoughts, use citations and references in APA format. Plagiarism of another person’s work requires me to report this activity to the Dean of Students.
f) Please let me know as soon as possible if coordination is required with the Center for Accommodation and Support Services (CASS) for testing, note taking, or any other requested accommodation. You may contact the CASS at 747-5148.

g) I AM HERE TO ASSIST YOU – if you wish to see me, please feel free to drop by during office hours or make an appointment.

h) Late assignments will lose points at the discretion of the instructor.

### CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNED READINGS</th>
<th>DATES</th>
</tr>
</thead>
</table>
| 1    | Global paradigms, trends, and threats | Clark. 2002. *Global Awareness* (Ch. 2)  
Global Trends 2030, pp. i - xiv  
2013 Worldwide Threat Assessment, pp. 1-13  
2025 Global Governance, pp. i – 2, 39 | Mar. 16 |
| 2a   | Conventional weapons proliferation | Wassenaar Arrangement- [http://www.wassenaar.org/](http://www.wassenaar.org/)  
The Proliferation of Conventional Weapons …  
SIPRI “Arms Transfers to Syria”  
AD systems and cruise missiles | Mar. 23 |
| 2b   | WMD proliferation | Carnegie – Nonproliferation (scan http://carnegieendowment.org/programs/npp/ )  
NATO – Nuclear dimensions of Jihadist terrorism |         |
| 3    | Terrorism  
Test 1 - due midnight  
Intriligator and Toukan. 2006. *Terrorism and Weapons of Mass Destruction*  
Khobar Towers Case Study  
Mil Guide to Terrorism, App. A (Terrorist Planning Cycle) | Mar.30  |
| 4a   | Global narcotics | UNODC – “Drug Trafficking”  
DEA - “Money laundering”  
Exec Summ World Drug Report | Ap. 6   |
| 4b   | Transnational organized crime | Abadinsky. 2007. *Organized Crime* (Ch. 2)  
Globalization of Crime  
Special Report – The Threat to US National Security  
Transnational Organized Crime |         |
How Stuff Works “Money Laundering” / Idiot’s Guide  
Findlaw – “Fraud and Financial Crimes”  
Cryptocurrency as payment / Cryptocurrencies  
Economic impact of cybercrime  
NATO – New threats: the cyber-dimension | Ap 13   |
| 6a | Pandemics and global health | “Smallpox: An Attack Scenario” Mitigation Slides | Ap. 20 |
| 7a | Threats and the IC | Failing Intelligence Rand Transnational Threats Summary Making Sense of Transnational Threats (CIA) | Ap. 27 |
| 7b | Projects / presentations | Research Project / Presentations due Saturday, May 1, (Shortened Week) Midnight |  |

(UTEP is not responsible for the content of websites)