

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-34	App 10-26-10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Political Science	Phone 7-2290

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
		PLSC 465/565 Intelligence Process and Policy
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Sarah Wheeler</i>	Date 8/4/10
Department Chair(s)	<i>J.R. F. Sitter</i>	8/5/10
College Curriculum Committee Chair	<i>Neil O'P</i>	8/20/10
College Dean	<i>Harv</i>	8/24/10
Director of Liberal Studies *		
Director of Honors College *		
Provost *	<i>Heidi Sherman</i>	7/14/10
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schrust</i>	10/26/10

*

Received where

applicable

OCT 4 2010

SEP 1 2010

1

Liberal Studies

Received

Part II. Description of Curricular Change.

1. Syllabus of Record

I. Catalog Description

PLSC 465/565 Intelligence Process and Policy

3c-01-3cr

NO PREREQUISITES.

Demystifies intelligence and focuses on the critical thinking and intellectual skills the process of intelligence requires to provide government, private, and non-profit decision makers with useful information upon which to base sound decisions: collecting, analyzing, and providing data to those decision makers. Students will also examine the impact of the structure and role of the intelligence community in formulating U.S. national security policy.

II. Course Outcomes:

Students completing this course will be able to:

1. Describe the different functions involved in producing intelligence.
2. Identify and apply the different procedures of the intelligence process.
3. Demonstrate how the different procedures of producing intelligence are related.
4. Synthesize these objectives into a coherent outcome through preparation and presentation of the probable future effects of a significant risk to U.S. national security.
5. Explain how the intelligence process supports policy making.
6. Recognize the pathologies (and their consequences) of the intelligence process and (for graduate students) analyze a historical outcome resulting from such pathologies.

III. Detailed Course Outline:

A. Week 1: Introductions/Administrative and Intelligence Definition 3 hours
Lowenthal, Mark M., Intelligence: From Secrets to Policy, Chapter 1 - "What is Intelligence"?

Goldstein, Joshua S., International Relations, 5th edition, Chapter 4 - "Foreign Policy"

"Secret Intelligence" video excerpts:
National Security Act of 1947
Library of Congress/Ray Cline discussion of intelligence
Bureaucratic politics results

B. Week 2: Introduction to the Intelligence Process and Requirements 3 hours
Lowenthal, Mark M., Intelligence: From Secrets to Policy,
Chapter 4 - "The Intelligence Process - A Macro Look"

Chapter 12 – “The New Intelligence Agenda”

“Secret Intelligence” video excerpt: Pearl Harbor

IC21: The Intelligence Community in the 21st Century Staff Study, Permanent Select Committee on Intelligence House of Representatives, One Hundred Fourth Congress

Turner, Michael A., Why Secret Intelligence Fails (Revised), Chapter 5 - “Requirements and Priorities”

C. Week 3: Class Intelligence Estimate (CIE) requirement explanation 3 hours
Introduction to National Security Strategy

Turner, Michael A., Why Secret Intelligence Fails (Revised), Chapter 7 - “Analytic Snafus”

D. Week 4: Data Collection 3 hours
Lowenthal, Mark M., Intelligence: From Secrets to Policy, Chapter 5 – “Collection and the Collection Disciplines”

“Secret Intelligence” video excerpts:
Iran 1979/Techint vs Humint
Marine Barracks Lebanon

E. Week 5: Data requirements and collection exercise 3 hours
ICD 503 – Intelligence Community Information Technology Systems Security Risk Management, Certification, and Accreditation, September 15, 2008

CRS Report for Congress: Open Source Intelligence Issues for Congress, December 5, 2007

ICD 301 – National Open Source Enterprise, July 11, 2006

F. Week 6: Intelligence Team Exercise to Identify Terms of Reference for CIE 3 hours

G. Week 7: Analysis 3 hours
Lowenthal, Mark M., Intelligence: From Secrets to Policy, Chapter 6 – “Analysis”

H. Week 8: Exam Review/ Exam 1 ½ hours 1 ½ hours

I. Week 9: Dissemination and Role of the Policy Maker 3 hours
Lowenthal, Mark M., Intelligence: From Secrets to Policy, Chapter 9 – “The Role of the Policy Maker”

“Secret Intelligence” video excerpts:
FDR’s order to establish the OSS
Decisionmaker
Iran-Contra/Special Operations Division (SOD)/Yellow Fruit

J. Week 10: Intelligence Policy **3 hours**
Lowenthal, Mark M., Intelligence: From Secrets to Policy, Chapter 10 – “Oversight and Accountability”

“Secret Intelligence” video excerpts:
Civil rights/anti-war surveillance
Oversight (Op Mongoose)/Congressional hearings
Domestic surveillance
Oversight

K. Week 11: Ethical and Moral Issues in Intelligence **3 hours**
Lowenthal, Mark M., Intelligence: From Secrets to Policy, Chapter 13 – “Ethical and Moral Issues in Intelligence”

“Secret Intelligence” video excerpts:
Helms on morals
Assassination
Woodward on U.S. attitudes
U.S. Cold War mentality

L. Week 12: U.S. Intelligence Community and Its Reform/ Visit National Counter-drug Intelligence Center **3 hours**
Class Intelligence Estimate (CIE) due

M. Week 13: CIE presentations **3 hours**

N. Week 14: CIE presentations **3 hours**

Total 42 hours

O. Exam **2 Hours**

Total 44 hours

IV. Evaluation Methods:

The course will adhere to the University's Academic Integrity Policy regarding academic integrity violations. These are serious actions within not only the academic community but also within society at large and will be dealt with as such. Anyone with questions about the University's policy should consult the student handbook, see me, or go to IUP's Academic Policies website at <http://www.iup.edu/registrar/catalog/acapolicy> and open the link to Academic Policies and Procedures.

All assigned work is expected to be turned in at the beginning of class on the date it is scheduled due. Students with legitimate mitigating circumstances may discuss their situation with me for consideration of an extension of an assignment deadline. Without discussion with me beforehand, the assignment will be considered unexcused. Unexcused assignments will be penalized 5 points for each day late. Even with such a penalty, it is to the student's advantage to complete and hand in the assignment since the assignment's grade will be part of that component's share of the final grade.

A. Class participation - 5 % (Course outcomes 1, 2, 3, 4 & 5)

The class will be taught in an interactive manner, although the format is lecture driven organizationally. Students are expected to interact by speaking, discussing, and commenting on relevant issues within the context of class topics. The quality of student participation will be evaluated, not simply the quantity. Students are also expected to cooperate in formal and informal groups organized during the term.

B. Exams - 50 % (Course outcomes 1, 2, 3, 4 & 5)

Two exams, including a final exam, are scheduled. Each exam (to include the final exam) will evaluate material studied (to include both the required reading and lectures) only during that exam period. For example, the first exam will evaluate the material from the beginning of class to the first scheduled exam; the final exam will evaluate the material studied since the previous exam. The exams will involve critical analysis requiring the student to recall data covered in class and applying it to the intelligence process.

C. Class Intelligence Estimate (CIE) - 30 % (Course outcome 2, 3, 5, 6)

A major vehicle for learning will be production of a finished intelligence product to deliver to a simulated "decision maker" via a written report and verbal presentation to each other, the simulated "decision maker," and a group of subject matter experts. The class will execute the functions of the intelligence process (requirements, collection, evaluation, analysis and dissemination) for one of the national security risks to the United States as determined by the National Security Strategy. The final product will be a Class Intelligence Estimate (CIE) of approximately 10-20 pages similar to the United States' intelligence community's National Intelligence Estimate.

D. CIE presentation – 15% (Course outcomes 1, 2, 3 & 4)

The final step in the CIE process will be a formal presentation of the findings to a decision maker.

The CIE written and presentation requirements may be satisfied one of several different ways:

- a. **As the work of the entire group (4-6 students dependent upon class size).** In that case, each member of the group will receive the same grade based on the group's terms of reference (requirements) development, data collection results, rational deductions or inductions drawn from the data collected, projection of the threat's course of events into the future and the implications of a range of possible outcomes and alternative scenarios (with assigned relative probability of the occurrences), completeness, conciseness, and proper use of grammar and English.
- b. **As the work of an individual.** In the case of an individual who disagrees with any or all of her/his assigned group's consensus, that individual may elect to offer a separate CIE (much in the same manner as a judicial dissenting opinion) to be evaluated independently by the same criteria as those for the group's final product.
- c. **Also, as the work of an individual.** In the case of an individual who agrees with any or all of her/his assigned group's consensus findings but who believes they can write a better CIE or has different rationale for the possible deductions, inductions, or outcomes for the threat's course (much in the same manner as judicial concurring opinions), that individual may elect to turn in a separate CIE to be evaluated independently by the same criteria as the group's final product.

E. Extra Credit - Students may elect to earn 5 points extra credit to be added to their final computed grade by using the general moral/ethical criteria Lowenthal discusses in Chapter 18 to analyze the national security risk for which they prepared the CIE. This analysis should be between 5-10 pages to insure completeness and to demonstrate the student truly understands the concepts involved and how they might apply to the intelligence process for their assigned national security risk. The student **MUST** consult with the instructor before beginning the project to gain approval of the document to be analyzed and his/her plan for analysis.

F. Graduate Students:

Students taking the course for graduate credit will be expected to exhibit a greater degree of knowledge of the subject matter by actively participating in class discussion and assuming a leadership role in small group exercises and production of the CIE. In addition, graduate students will be expected to complete an additional assignment: Each graduate student will prepare a not less than 10-page analysis of a situation that resulted from pathologies to the normal intelligence process where they identify the pathology(ies) and explain how they polluted the intelligence process

resulting in the unintended outcome. This requirement will compose 10% of the 30% of the above CIE component of the final grade.

V. Grading Scale:

1. Undergraduate Grading Scale

- A Excellent ($\geq 90-100\%$)
- B Good (80-89%)
- C Average (70-79%)
- D Passing (60-69%)
- F Failure ($<60\%$)

2. Graduate Grading Scale

- A Excellent ($\geq 90-100\%$)
- B Good (80-89%)
- C Fair (70-79%)
- F Failure ($<70\%$)

VI. Course Attendance Policy:

Attendance at all scheduled activities is strongly urged. Students should be aware that discussion, suggestions, and announcements in class make frequent absences inadvisable. Class lectures will not duplicate assigned reading material for a class but will build upon them with further examples, cases, and analyses. Students absent due to illness or personal emergency should see me as soon as possible to discuss any material missed during their absence or to reschedule any other missed requirements.

Absence from an exam, without prior approval of the instructor, is unexcused and will result in a grade of zero for that exam. If legitimate mitigating circumstances necessitate a student missing a scheduled exam, I will re-schedule the exam (a different version) at a suitable time for both the student and me.

VII. Required Text, Supplemental Books and Readings:

Required: Lowenthal, Mark M. Intelligence: From Secrets to Policy, 3rd edition. Washington, D.C.: CQ Press, 2006.

Supplemental Books and Readings:

1. Best, Richard A., Jr. and Alfred Cumming. CRS Report for Congress: Open Source Intelligence Issues for Congress, RL34270. December 5, 2007.
2. Goldstein, Joshua S. International Relations, 5th edition. Chapter, 4, "Foreign Policy." New York: Longman. 2001

3. IC21: The Intelligence Community in the 21st Century Staff Study. Permanent Select Committee on Intelligence. House of Representatives. One Hundred Fourth Congress, June 5, 1996
4. ICD 301 – National Open Source Enterprise. Intelligence Community Directive Number 301, July 11, 2006.
5. ICD 503 – Intelligence Community Information Technology Systems Security Risk Management, Certification, and Accreditation, Intelligence Community Directive Number 503, September 15, 2008.
6. Secret Intelligence (excerpts) [videorecording: 4 DVDs (60 min. ea.)]. Arthur Barron, producer and written by Arthur Barron and Blaine Baggett. Produced by KCET/Los Angeles. Published by PBS Video, Alexandria, Va., 1988.
7. Turner, Michael A. Why Secret Intelligence Fails (Revised). Chapter 5, “Requirements and Priorities,” pp. 68-83, and Chapter 7, “Analytic Snafus,” pp. 108-112. Potomac Books Inc., 2006.

VIII. Special Resource Requirements: None

IX. Bibliography

Best, Richard A., Jr. and Alfred Cumming. CRS Report for Congress: Open Source Intelligence Issues for Congress, RL34270. December 5, 2007.

Cimbala, Stephen J. (editor). Intelligence and Intelligence Policy in a Democratic Society. Dobbs Ferry, N.Y.: Transnational Publishers, 1987.

Clark, Robert M. Intelligence Analysis: A Target-Centric Approach. Washington, D.C.: CQ Press, 2009.

_____. The Technical Collection of Intelligence. Washington, D.C.: CQ Press, 2009.

Davis, Jack. “Tensions in Analyst-Policymaker Relations: Opinions, Facts, and Evidence.” The Sherman Kent Center for Intelligence Analysis. Occasional Papers (2), No. 2.

Fuld, Leonard M. The Secret Language of Competitive Intelligence: How to See Through and Stay Ahead of Business Disruptions, Distortions, Rumors, and Smoke Screens. New York: Crown Publishing Group, 2006.

Goldstein, Joshua S. International Relations, 5th edition. New York: Longman. 2001.

Holt, Pat M. Secret Intelligence and Public Policy: A Dilemma of Democracy. Washington, D.C.: CQ Press, 1995.

IC21: The Intelligence Community in the 21st Century Staff Study. Permanent Select Committee on Intelligence. House of Representatives. One Hundred Fourth Congress, June 5, 1996.

ICD 301 – National Open Source Enterprise. Intelligence Community Directive Number 301, July 11, 2006.

ICD 503 – Intelligence Community Information Technology Systems Security Risk Management, Certification, and Accreditation, Intelligence Community Directive Number 503, September 15, 2008.

Intelligence and Policy: The Evolving Relationship: A Roundtable Report. Washington, D.C.: Center for the Study of Intelligence, Central Intelligence Agency, 2004.

Johnson, Rob. “Developing a Taxonomy of Intelligence Analysis Variables: Foundations for Meta-Analysis.” Studies in Intelligence (7) no.3.

Johnson, Loch K. and James J. Wirtz (editors). Intelligence and National Security: The Secret World of Spies: An Anthology, 3rd edition. New York: Oxford University Press, 2010.

Kent, Sherman. “Estimates and Influence.” Studies in Intelligence, Summer 1986.

Pateman, Roy. Residual Uncertainty: Trying to Avoid Intelligence and Policy Mistakes in the Modern World. New York: University Press of America, 2003.

Ransom, Clark J. (editor). Intelligence and National Security: A Reference Handbook. Westport, Conn.: Praeger Security International, 2007.

Secret Intelligence (excerpts) [videorecording: 4 DVDs (60 min. ea.)]. Arthur Barron, producer and written by Arthur Barron and Blaine Baggett. Produced by KCET/Los Angeles. Published by PBS Video, Alexandria, Va., 1988.

Sinclair, Robert. “A Review of Who the Hell Are We Fighting? The Story of Sam Adams and the Vietnam Intelligence Wars.” Studies in Intelligence (50), Issue 4, pp. 1-9, 2006.

Turner, Michael A. Why Secret Intelligence Fails (Revised). Potomac Books Inc., 2006.

United States. White House. Presidential Decision Directive (PDD) 35. Intelligence Requirements. 2 March 1995.

2. Course Analysis Questionnaire

Section A. Details of the Course

A1. The course is designed as an elective for all political science majors but especially as one of the available electives for the International Security track in the revised International Studies Program. The material offered in this course is presented specifically for the function of “intelligence” (as understood by most lay persons and practitioners) and is too broad and deep to incorporate within another offered course. The topic is distinct from PLSC 283 (American Foreign Policy) in that it is focused on all intelligence (not just foreign policy) and from PLSC 388 (Political-Military Strategy) in that it is not limited to military intelligence. The policy considerations of the latter part of the course are particular to intelligence and not generalizable across other functional areas.

A2. This course does not require changes in any other course in the department.

A3. This course has been offered as PLSC 481/581 (Intelligence Process and Policy) in Fall 2008 and 2009 and is scheduled to be offered in Fall 2010. Enrollment for Fall Term 2008 was 23 undergraduate students and 6 graduate students from a variety of disciplines, i.e., criminology and political science, for a total of 29 students. For the Fall Term 2009, 11 undergraduate students and 2 graduate students from sociology and criminology for a total of 13 students were enrolled in the course. As of August 1, 2010, 16 undergraduate and 4 graduate students are registered for Fall Term 2010 .

A4. Yes, this course is intended to be offered as a dual-level course (PLSC 465/565).

A5. This course is not intended to be offered for variable credit.

A6. Those institutions offering undergraduate course on the intelligence, typically separate the “process” and preparing the product of the process (writing intelligence products) in two different courses. PLSC 465 (Intelligence Process and Polcy) combines both functions into one course (as can be seen in the syllabus of record).

1. Mercyhurst College, Department of Intelligence Studies
(<http://intel.mercyhurst.edu/>).

RIAP 177: Introduction to Intelligence Analysis is a required course in the Mercyhurst College’s BA in Intelligence Studies Major

An introduction to the structure, function, and process of the Intelligence Community. First year students are exposed to basic skills in writing, research, and presentation. 3 credits.

RIAP 275: Writing for Intelligence is also a required course in the Mercyhurst College’s BA in Intelligence Studies Major This course introduces students to the

fundamentals of effective intelligence writing and presentation. Emphasis is placed on the variety of forms of intelligence writing, briefing styles, evaluations of intelligence products for form and substance, and application of numerous advanced analytical techniques. Prerequisite: RIAP 178. 3 credits.

2. American Military University (an online, degree-granting institution) offers a Bachelor of Arts in Intelligence Studies and a Masters in Intelligence Studies

INTL300 - Research Methods in Intelligence Studies is a required course in American Military University's Bachelor of Arts in Intelligence Studies. Proposed PLSC 465/565 is a combination of the two following required courses
RECOMMENDED AS FIRST PROGRAM COURSE. REQUIRED AS ONE OF FIRST THREE PROGRAM COURSES. Explores basic deductive research procedures required in the conduct of qualitative case studies. Topics covered include development of research questions, literature reviews, research designs, and data collection methods. Qualitative case study analysis methods are also taught. This is a writing intensive course that requires a sound understanding of written communications. Students enrolling in this course should already be familiar with proper citations and documentation, grammar and syntax, and organizing their writing. [3 Semester Hours]

INTL303 - Introduction to Intelligence is also a required course in American Military University's Bachelor of Arts in Intelligence Studies
This course differentiates the basic elements of intelligence -- collection, analysis, dissemination, counterintelligence, and covert action -- through an understanding of the U.S. Intelligence Community (IC) as well as through a review of past historical events in which intelligence has played a key role. Students will examine the difference between intelligence and information and extrapolate the various steps of the intelligence cycle, as well as their purpose. Students will review the "lessons learned" that have come out of U. S. intelligence successes and failures and specify the role of the Department of Homeland Security and resulting changes to the IC. [3 Semester Hours]

3. James Madison University's Department of Integrated Science and Technology (http://isat.jmu.edu/IA/IA_200.html) offers a Bachelor of Science in Information Analysis (which includes intelligence studies) with a National Security Track and a Competitive (business) Intelligence Track.

IA 200. Introduction To National Security Intelligence (3 credits) is a required core course for either identified track.
Intelligence analysis is a complex, dynamic process that includes determining the intelligence needs, data collection, pre-processing, analysis and production of the customer's product. This is an introduction to the history, structure and practices of the national security intelligence community (IC). The course is team oriented, project based and grounded in the relevant legal and ethical context. Students will develop the knowledge and skills to:

1. identify and describe key events/transitions in the history of the IC
2. describe in detail the components of the IC and how they are related
3. describe the intelligence cycle and apply it (and IA tools) to case studies
4. relate the IC to the competitive intelligence (CI) and law enforcement/police intelligence communities
5. present research results in standard IC and CI written and briefing formats

CIS/IA 210 - Global Competitive Intelligence (3 credits) is also a required core course for either identified track.

This course will focus on global competitive intelligence (CI): the tools and methods that enhance strategic and tactical decision making in the analysis and interpretation of business data related to current and emerging competitors. The course is team-oriented, project-based and grounded in the relevant legal and ethical context. Not open to students in the College of Business.

4. University of Mississippi's Center for Intelligence and Security Studies (<http://www.olemiss.edu/ciss/courses.html#125>) offers a minor in Intelligence and Security Studies (18 credit hours) with the two following courses required:

ISS 125 Introduction to Intelligence Studies (3 credit hours)

- The definition of intelligence
- How intelligence assists in maintaining national security
- The history of intelligence
- The IC as it exists today (both US and international agencies)
- Introduction to the intelligence process
- Laws, guidelines, executive directives and oversight relating to intelligence
- Intelligence and privacy: maintaining the balance
- Ethical considerations
- The future of intelligence

ISS 350 Fundamentals of Analysis

This course introduces students to methodologies used by analysts in the IC. By the conclusion of the course, students will have the ability to process and analyze information to produce intelligence that advances the mission of the IC. Topics to be studied include:

- The intelligence cycle
- Critical thinking
- Creative thinking
- Overcoming cognitive, cultural and bureaucratic biases
- Sources of information
- Structuring analytical problems
- Developing and testing hypotheses
- Analytical tools and methodologies of the IC
- Crime analysis
- Social networking

- Cultural impediments to collaboration: Developing the “need to share”
- Using analytical software
- Practical project

A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

Section B: Interdisciplinary Implications

B1. This course will be taught by one instructor from the political science department.

B2. The content of this course does not overlap with any other at the University.

B3. This course is not cross-listed.

B4. Yes, seats will be available for students in the School of Continuing Education if they register for academic credit for the course.

Section C: Implementation

C1. Faculty resources are adequate. One political science department faculty member will teach one section of this course once a year as part of his/her normal teaching load and will not affect complement resources.

C2. Other resources:

1. Space and Equipment – one classroom with usual multimedia equipment for classes; access to conference room for presentation of group research findings; and access to computing laboratory for mid-term and end of term exams are available or accessible within the department’s usual allocated resources or elsewhere within the university.
2. Laboratory Supplies – none
3. Library – Stapleton Library holdings and access to electronic holdings along with use of the Internet are adequate.
4. Travel Funds –Department travel funds are sufficient to defray the costs of the visit to the National Counter-drug Intelligence Center in Johnstown.

C3. None of the resources for this course are funded by a grant.

C4. The intention is to offer one section during one term each academic year. The course is not designed nor restricted for a certain seasonal semester.

C5. One section maximum will be offered at a time.

C6. Based on enrollments while the course was offered as a Special Topics course, enrollment is anticipated to be between 20-25 undergraduate students from multiple disciplines as well as political science majors.

C7. No professional society recommends enrollment limits or parameters for this course or any course of this nature at this time.

C8. This course does not involve the use of distance education.

Section D: Miscellaneous

No additional information is necessary.