

AUG 31 2011

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # WI-5
Action App-9/29/11

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Yes Professor: Dighton Fiddner, Political Science Phone 72290
- Yes Writing Workshop? (If not at IUP, where? when?) May 2011
- Yes Proposal for one W-course (see instructions below)
- Yes Agree to forward syllabi for subsequently offered W-courses?

-----TYPE II.

DEPARTMENT COURSE
Department Contact Person Phone

- Course Number/Title
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

-----TYPE III.

SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) Phone
- Course Number/Title
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) D. Fiddner
 Department Chairperson Dr. F. Sitter 8-29-2011
 College Dean A. Ash 9/3/11
 Director of Liberal Studies D. Ash - Ribot 10/3/11

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

SEP 15 2011

Liberal Studies

WRITING SUMMARY – PLSC 465 – Intelligence Process and Policy

PLSC 465 – Intelligence Process and Policy is proposed for identification as a "W" course. The course is taught every fall but is not listed as a Liberal Studies Elective. Because of the prerequisites, most of the students in the class will be juniors or seniors, although advanced sophomores could enroll in the course. The students will be primarily political science majors, but not exclusively since the topic has relevance to all disciplines. Class size is limited to 25. The course can be used to satisfy requirements for a political science or international studies major or minor.

Two types of writing will occur in this course: Writing to Learn and Writing to Communicate.

1. Writing to Learn:

a. **Class Intelligence Estimate Terms of Reference (CIE TOR)** (See attached sample assignment tasking).

WRITING TO INTEGRATE LEARNING AND THINK CREATIVELY ABOUT A TOPIC. The CIE Terms of Reference is the analogue of the research question in other social science research. As such, it is the essential bedrock element of the subsequent product. The object of this assignment is at least three-fold: to define the subject matter of the estimate, its scope, and time frame; to focus the forthcoming estimate on the major points that were the principal concern of the requester; to ask those questions (irrespective of anyone's ability to supply factual answers) which would direct research and thought to the general area of these major points. In a word, it is a statement of precisely what is wanted, how to proceed, and when time frame that the product is to be produced, i.e., the analytic framework.

Unfortunately, there are no established procedures to develop the topic to be researched (either for a social science research question or the terms of reference for the intelligence estimate) so the student iteratively has to generate ideas using discovery thinking, personal knowledge, and material presented to this point during the class. Although this writing assignment is not graded independently, the instructor monitors and mentors this iterative process to assist the student produce an integral, critically important, and realistic starting point for the subsequent Intelligence Estimate (of which it is also a part) they will produce that is graded (30% of final grade).

b. **Small Group Results Summary**

WRITING TO ESTABLISH COLLABORATIVE WORK RESULTS. Since much of the course is focused on the intelligence process and the assignment product of that process, ample opportunity is provided for small group work. The students have the opportunity to satisfy the CIE requirement as a group assignment (or individually if so desired). The last five minutes of each small group work session is devoted to each student summarizing in writing on a 3X5 card what was accomplished in that session. The students will exchange cards to see what each other considered the results of the group work so as to reach some consensus on what the group decided and what each is expected to do for the next group session (or collaboratively outside of class). Based on this review, each group will produce a second 3X5 card summary of what the group's consensus of its results is and provide it to the instructor. The instructor will review, critique, and return the group's summary (and the proposed next tasks, optimally) to stay abreast of each group's progress creating the Terms of

Reference for its CIE and its subsequent Class Intelligence Estimate but they are not graded as part of the final course evaluation.

c. CIE Abstract or Executive Summary

WRITING TO SUMMARIZE. An abstract (or executive summary) is a fully self-contained, capsule description of the paper for which it is written and, as such, is a different process and, obviously, a different product. Typically, an abstract or executive summary is 150 to 200 words. In business or government, the executive summary (or abstract) is often the *only* piece of a report read by the people who matter so it should be similar in content if not tone to the writing being summarized. Despite the fact that the abstract (or executive summary) is quite brief, it must do almost as much work as the multi-page paper that follows it. Typically, it should address the following aspects: motivation (*Why do we care* about the problem and the results?), problem statement (*What problem* are you trying to solve?), approach (*How did you go about solving* or making progress on the problem?), results (*What's the answer?*), and conclusions (*What are the implications* of your answer?). The abstract becomes an integral part of the Class Intelligence Estimate and is a part of its evaluation (30% of final grade).

2. Writing to Communicate

a. Class Intelligence Estimate (CIE) (See attached sample assignment tasking).

WRITING TO INTEGRATE LEARNING. Students are required to produce a finished intelligence product (Intelligence Estimate) of 10-20 pages that includes the Terms of Reference and an Abstract/Executive Summary to “estimate” how their identified risks will impact U.S. national security over the next 2-5 years. The assignment integrates the functions of the intelligence process (requirements, collection, evaluation, analysis, and dissemination) into a product and demonstrates the student’s comprehension of the material covered in the course. The assignment is monitored at various stages throughout the term and graded according to distributed criteria [See attachment]. The paper is expected to be presented in fully edited English. After it has received an initial evaluation, students have an opportunity to revise to earn up to ½ (50%) of the originally deducted points to be added to the final grade if not satisfied with the grade earned initially for 30% of the course grade.

b. CIE Presentation (See attached sample Presentation requirements)

WRITING TO COMMUNICATE VISUALLY AND VERBALLY. The Class Intelligence Estimate will be presented verbally and visually in a formal decision making conference setting designed to simulate the presentation of a similar product at the U.S. national cabinet-level. One member of each CIE group will be seated at the conference table, along with the decision maker and several other subject matter experts. The entire CIE group will have a role in the presentation of the estimate they prepared to provide moral, technical, and subject matter expertise and support, and respond to queries from the decision maker and subject matter experts.

A presentation is created in the same manner as a report and contains at least four elements:

- **Content** — contains information that people need.
- **Structure** — has a logical beginning, middle, and end and is sequenced and paced so that the audience can understand it.

- **Packaging** — must be well prepared.
- **Human Element** — a presentation will be remembered much more than a good report because it has a person attached to it.

Each CIE group should prepare a 20-30 minute presentation of their estimate's findings and be prepared to respond to queries for another 10-15 minutes. A computer with projection capability as well as dry boards and flip charts on easels are available to present the group's estimate. Group leaders might consider distributing copies of their presentation to each of the other people present at the conference table as an aid to their presentation's clarity.

c. **Examinations**

WRITING FOR ASSESSMENT. There are two major examinations, a mid-term and a final that are "take home" exams. The student has 10 days to complete the exam after it is distributed to them. Each asks the student for evidence that they understand the material in the course's primary text, Mark M. Lowenthal, Intelligence: From Secrets to Policy; the discussion in class on the different definitions of intelligence and concepts of how intelligence is created and the functions that are involved in that creation; and can synthesize those concepts into larger, more abstract concepts that are applicable across multiple cases and forms of intelligence production.

The instructor looks for evidence that the student has actually read the text, especially through references to the text to support their description of how intelligence is created and the actions these functions produce or conflict with. The student is allowed to use the text, their class notes, and any other reference material to which they have access to provide as complete an answer to the questions as possible. **References to lectures exclusively are not sufficient;** However, do not turn your essay into one long string of quotes. Any passages from Intelligence: From Secrets to Policy or other sources must be clearly identified as such as with any other reference in academic writing using the citation convention of their choice. Points will be deducted if the references are not properly cited. Answers to the questions are expected to be each student's individual work and will be evaluated as such with particular scrutiny for collaborative work with each other. The total response to the questions should be from 7-10 pages, **TYPED**, double-spaced, in 12 point font. The examinations are individually worth 25% of the student's final grade and cumulatively 50% of that final grade.

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Class Intelligence Estimate's (CIE) Terms of Reference	1	3-5	Yes	Yes	30%
Class Intelligence Estimate	1	10-20	Yes	Yes	
CIE Abstract/Executive Summary	1	<1 (150-200 words)	Yes	Yes	
CIE Presentation	1	5-10	Yes	No	15%
Totals	8	18-35	NA	NA	45%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1	100%	7-10	25%
2	100%	7-10	25%
Totals	100%	14-20	50%

NO PREREQUISITES.

Author of Syllabus: Dr. Dighton Fiddner
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I. Course Description: 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 **3hours**

Introduction to National Security Strategy

Turner, Michael A., Why Secret Intelligence Fails (Revised), Chapter 7, “Analytic Snafus,” pp. 108-112.

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: Intelligence Team Exercise to Identify CIE Terms of Reference **1 ½ hours**

Preparation of CIE Terms of Reference **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. Final Exercise (CIE presentation) **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 the final exam, are scheduled; both are "take home exams. The student has 10 days to complete the exam after it is distributed to them. 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 be exclusively subjective requiring the student to recall data covered in class and apply it to the different phases of the intelligence process. Additional information about what the exams will cover and how they are to be completed will be distributed with the exam.

Absence from an exam, without prior approval of the instructor, is also 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.

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 decision maker. 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 of the U.S. The final product will be a Class Intelligence Estimate (CIE) (to include the Terms of Reference and an abstract or executive summary as integral parts) of approximately 10-20 pages similar to the United States' intelligence community's National Intelligence Estimate (30% of final grade). Student(s)/Groups will have the opportunity to revise their final product to earn up to one-half (1/2) of the deducted points to be added to the initial grade if not satisfied with the initial grade earned.

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.

V. Grading Scale:

A Excellent (≥ 90-100%)

B Good (80-89%)

C Average (70-79%)

D Passing (60-69%)

F Failure (<60%)

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, Third 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.

Class Intelligence Estimate (CIE) Requirement

As specified in the syllabus, a major vehicle for learning will be production of a finished intelligence product to deliver to a decision maker. 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) (with the Terms of Reference and an abstract or executive summary as integral parts) of approximately 10-20 pages similar to the United States' intelligence community's National Intelligence Estimate (30% of final grade).

The New Threat Environment

Threats to the United States today are more diverse and dispersed than during the Cold War. In addition to traditional military threats and long-standing concerns about proliferation, narco trafficking, and terrorism, the Intelligence Community must respond to policymakers' demands for information on and analysis of various regional conflicts, refugee crises, peacekeeping, humanitarian emergencies, environmental problems, global health issues, technological developments, key economic trends, and myriad other complex issues. Consumer requirements expand in this environment, as does the demand of collectors for analytic guidance on priorities.

The post-Cold War challenge has been further complicated by the revolution in information technology and telecommunications, which has fundamentally transformed the globe we cover, the service we provide consumers, and the work place in which we function. We are flooded with information, only some of which is valid, relevant and useful. Much open source material is relevant to our needs, but the Community is dealing with it inefficiently, via multiple, often unconnected initiatives.

Our adversaries, unable to challenge the United States militarily, will nevertheless increasingly have ready access to critical information, to enabling technology, and to sufficient funding to target US interests in new ways: "asymmetric threats" (Central Intelligence Agency, Strategic Investment Plan, Chapter 4: "Intelligence Priorities," https://www.cia.gov/library/reports/general-reports-1/unclass_sip/chapter-4-intelligence-priorities.html).

Your task is to "estimate" how the assigned asymmetric and state-specific threats will impact U.S. national security over the next 2-5 years using the President's Commission on Critical Infrastructure Protection definition of "national security": the confidence that Americans' lives and personal safety, both at home and abroad, are protected and the United States' sovereignty, political freedom, and independence with its values, institutions, and territory intact are maintained (United States White House, "Glossary," Critical Foundations: Protecting America's Infrastructures, 1996). There is no "right" projection; any answer is potentially as valid as any other, given the persuasiveness and weight of your evidence, and logic of your rationale.

As is the "real-world" case with decision makers, I am not entirely sure what questions I want you to answer in your assigned threat area. Part of your task is to determine the terms of reference (intelligence requirements) for your risk area and use that to develop your estimate of how the chosen risk will impact U.S. national security over the time span of the next 2-5 years. The Terms of Reference (TOR) is the analogue of the research question in other social science research. As such, it is the essential bedrock element of the subsequent product. The object of the TOR is at least three-fold: to define the subject matter of the estimate, its scope, and time frame; to focus the forthcoming estimate on the major points that were the principal concern of the requester; to ask those questions (irrespective of anyone's ability to supply factual answers) which would direct

research and thought to the general area of these major points. In a word, it is a statement of precisely what is wanted, how to proceed, and when time frame that the product is to be produced, i.e., the analytic framework.

Unfortunately, there are no established procedures to develop the topic to be researched (either for a social science research question or the TOR for the intelligence estimate) so you will iteratively have to generate ideas using discovery thinking, personal knowledge, and material presented to this point during the class. I will monitor and mentor the TOR process to assist you to produce an integral, critically important, and realistic starting point for the subsequent Intelligence Estimate. Although this part of the writing assignment is not graded independently, it should be included as part of your CIE which will be graded.

Since the executive summary (or abstract) is often the *only* piece of a report read by the people who matter, it should be similar in content if not tone to the writing being summarized and be included in your CIE as well. It should be a fully self-contained, capsule description of the intelligence estimate, typically 150 to 200 words long, and should address the following aspects:

- a. motivation (Why should we care about the problem and the results?),
- b. problem statement (What problem are you trying to solve?),
- c. approach (How did you go about solving or making progress on the problem?),
- d. results (What's the answer?), and
- e. conclusions (What are the implications of your answer?).

The final step will be a formal presentation of the findings to a decision maker (15% of final grade).

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

- d. **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.
- e. **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 final product.
- f. **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 final product.

Unfortunately, there is no one place that allows you to retrieve all of the data you will need to assess your assigned threat's impact on U.S. national security. You, obviously, will be limited to "open" source data and will have to use a variety of official government documents and other contemporary articles and administration commentary to "piece together" the substance of the assigned threat and its implications for U.S. national security. I have placed some materials that might be useful on the class's I-drive folder and in PLSC 283, American Foreign Policy's, and PLSC 388, Political-Military Strategies', e-reserve accounts (passwords

fidplsc283 and fidplsc388, respectively) but these are not by any measure the complete library of documents or sources that could be used to help satisfy the requirement.

Suggested National Security Risks: Groups may elect to choose one of these suggested risks to U.S. national security or present a risk of their own selection for instructor approval.

1. Russia
2. Health pandemics (AIDS, Bird Flu, other animal-to-humans pathogens, etc.)
3. WMD Proliferation, especially North Korea and Iran
4. China
5. Energy
6. Afghanistan-Pakistan and the war on extremism
7. Conflict in Cyberspace
8. Mideast

Requirements:

1. Deliver paper copy and present Terms of Reference to Decision maker – **September 29th**
2. CIEs due – **November 17th**
3. Presentation of CIEs – **November 29th and December 1st, 3rd, 8th, and 13th (if necessary)** (Order to be determined later)

Remember, plagiarism is a serious offense. Plagiarism is using someone else's information, ideas, or language as if they are your own original thoughts. Use the MLA (see <http://www.mla.org> or http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html for assistance in properly using MLA style) or APA (<http://www.apastyle.org/eleceref.htm> for assistance for APA style) style to document a source if you use a fact, paraphrase, or direct quotation from a source. The "Works Cited" list should be double spaced on a separate page with the entries listed alphabetically by the author's last name or title. Any analysis not properly documenting the use of acquired data will be immediately returned to the author (without being evaluated for content) to be properly documented before evaluation. Any analysis not properly documenting the use of acquired data will be assigned a grade of **zero (0)** but the Student(s)/Groups will have the opportunity to revise their final product to earn up to one-half (1/2) of the deducted points to be added to the initial grade if not satisfied with the grade earned initially.

PLSC 481/581 Intelligence Process & Policy

Class Intelligence Estimate

Presentation Schedule

The Class Intelligence Estimate (CIE) presentations are scheduled to be delivered in the John P. Murtha Institute for Homeland Security conference room at the Suites on Grant, Suite G12 on the dates and times listed below. The setting is designed to simulate a presentation of a similar intelligence product at the U.S. national cabinet level with a decision maker and other interested persons seated around a conference table. Therefore, group leaders (and the other group members when their topic is presented) might wish to dress professionally to visually demonstrate the seriousness of the topic and the effort devoted to both the research, production of the product, and presentation.

One group leader from each CIE topic will be seated around the conference table for all presentations, along with the decision maker (“The Decider”) and several other subject matter experts. When the CIE topic is scheduled to be presented, all members of the group will be allowed to be present in the conference room to assist the group leader’s presentation; to provide moral, technical, and subject matter support; and to respond to queries from the decision maker and subject matter experts. Otherwise, the group members will be seated in the adjoining classroom that has a live video feed from the conference room so all can monitor the proceedings and stay abreast of the discussions.

A presentation is created in the same manner as a report and contains at least four elements:

Content — contains information that people need.

Structure — has a logical beginning, middle, and end and is sequenced and paced so that the audience can understand it.

Packaging — must be well prepared.

Human Element — a presentation will be remembered much more than a good report because it has a person attached to it.

Each CIE group should prepare a 20-30 minute presentation of their estimate’s findings and be prepared to respond to queries for another 10-15 minutes. A computer with projection capability is available for the presentations as well as dry boards, and flip charts on easels. Group leaders might consider distributing copies of presentation to each of the other people present at the table as an aid to their presentation’s clarity.

Monday, December 1st

5:15 PM - Russia

5:45 PM - Health pandemics

Wednesday, December 3rd

5:15 PM - WMD Proliferation, especially North Korea and Iran

5:45 PM – China

Monday, December 8th

5:15 PM – Energy

5:45 PM - Afghanistan-Pakistan and the war on extremism

Critical Evaluation Components For Class Intelligence Estimate (CIE)

Academic Documentation: (Using any accepted convention/methodology, e.g., MLA, APA, Turabin, etc.)

Bibliography/Works Cited page correctly constructed according to convention/methodology chosen

In-text citations consistent with convention/methodology chosen

Analysis:

1. Terms of Reference (TOR): Does the TOR

Define the subject matter of the estimate, its scope, and time frame?

Focus the forthcoming estimate on the major points that were the principal concern of the requester?

Ask those questions (irrespective of anyone's ability to supply factual answers) that would direct research and thought to the general area of these major points?

Provide the analytic framework that will provide what is wanted, how to proceed, and when the product is to be produced?

2. Intelligence Estimate: Does the CIE

Include the TOR

Provide an introduction that informs reader of the situation to be analyzed

Integrate demonstrate the integration of the functions of the intelligence process (requirements, collection, evaluation, analysis, and dissemination)?

Demonstrate a competent comprehension of the functional national security risk?

Demonstrate extensive data collection about the national security risk?

Contain a logic and flow that provides consistency and makes sense?

Do the conclusions

Demonstrate “added value” of the data collected?

Employ “words of estimative probability” to describe the state of the national security risk assessed?

Contain a summary that concisely informs what analysis concluded (and its possible implications)

3. Abstract/Executive Summary: Does the abstract/executive summary:

Contain more than 150 to 200 words?

Express:

What problem is being solved?

Why the problem and the results are important?

How the problem was solved or progress was made?

What your answer to the problem is?

What the implications of the answer to the problem are?

Grammar:

Capitalization

Punctuation

Subject-Verb agreement

Sentence structure

Pronoun use

Use of contractions

Quotations properly attributed and punctuated

PLSC 481/581

Intelligence Process & Policy

1st Exam

Lowenthal, in our text, Intelligence: From Secrets to Policy, makes the argument that intelligence exists solely to support policy makers avoid strategic surprise, to provide long-term expertise, and to support the policy process. He also makes the case that intelligence is **NOT** the truth, **NOT** just objective data, and **NOT** always accepted by decision maker. He further defines intelligence as a process, a product, and an organization. In this first part of the course we have focused on intelligence as a process and this assignment is meant to evaluate your knowledge of that process.

In completing this evaluation of the material about the process of creating intelligence, I will be looking for evidence that you understand the material in Chapters 1, 4, and 5 in the text as well the reading assignments and class discussion on National Intelligence Estimates. In writing this, keep in mind that I will be looking for evidence that you have actually read the texts, especially through references to the texts to support your description of how intelligence is created and the functions that are involved in that creation. You are allowed to use the texts, your class notes, and any other reference material to which you have access to provide as complete an answer to the questions as possible. **References to lectures exclusively are not sufficient.** However, do not turn your essay into one long string of quotes. Any passages from Lowenthal, Intelligence: From Secrets to Policy or other sources must be clearly identified as such as with any other reference in academic writing using the citation convention of your choice. I will subtract points if they are not. Your answers to the questions should be your individual work and will be evaluated as such with particular scrutiny for collaborative work with each other.

Your total response to the questions should be from 7-10 pages, **TYPED**, double-spaced in 12 point font. Your response is to be delivered to me by the time class begins (3:35 PM) on Wednesday, March 23rd. Any papers submitted after that time and date (except for causes mentioned in the syllabus and of which I am informed before the due date and time) will be automatically reduced by one letter grade.

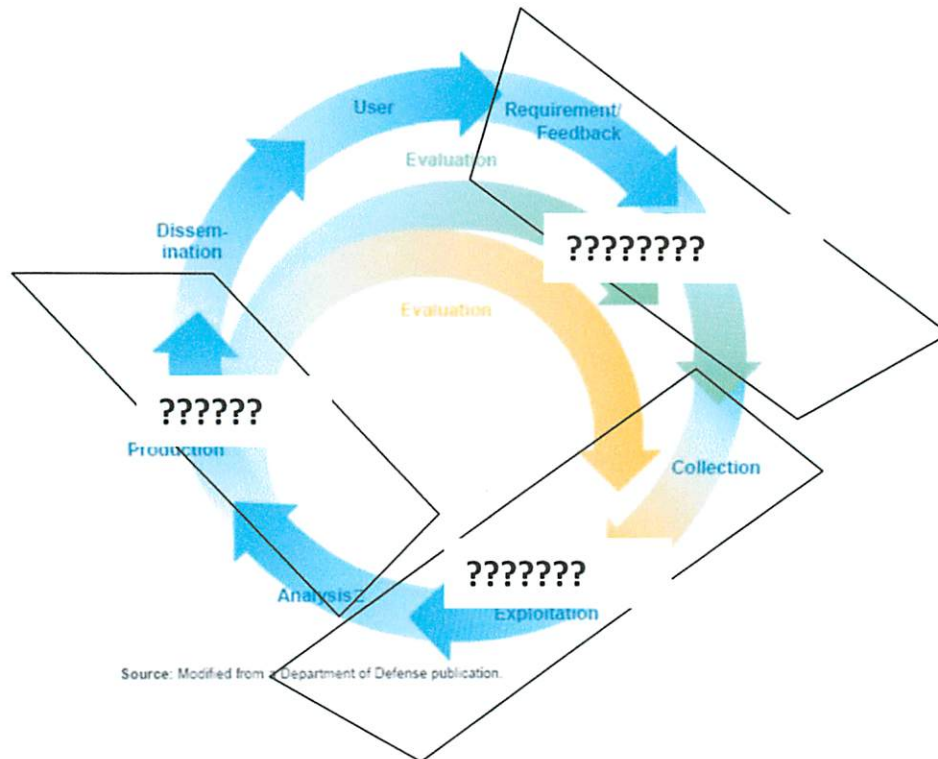
The essays will be graded according to the following criteria:

- A. Knowledge of the text and class discussion;
- B. Comprehensiveness, logic, and evidence of substantiated rationale of your answer;
- C. Grammar, spelling, and style.

Answer the following questions:

Everyone Answer Questions 1 and 2

1. What is the definition of the “intelligence process”? Using the diagram below, discuss the intelligence process according to Lowenthal’s 7 phases (which are all included in the diagram) in Chapter 4 of the text. What occurs in each of the intelligence process’ phases? Why does the diagram we are using only have 4 phases and what are those 4 phases? (30%).



2. According to the National Strategic Intelligence Act of 1994, what is an “intelligence estimate”? How is an estimate different from other more usual intelligence products? What is the objective of the “terms of reference” for an intelligence estimate? Why is it so difficult to develop the terms of reference for an intelligence estimate? Use the Terms of Reference from your assigned CIE topic to illustrate your answers to the above questions. (30%)

Answer two (2) of the following four (4) questions: (20% each)

1. Data collection is said to be the “bedrock of intelligence”? Why? Technical means of collection are reputed to have 11 problems according to Lowenthal. What are they? Given the extreme number of problems, why not just use “open source data collection” means?
2. What is “open source” data collection (definition) and from what can it be collected? What are its relative advantages and disadvantages compared to clandestine means of data collection? What are the criticisms of open source data collection?
3. Protecting data’s sources and means is said to be intelligence’s “Holy Grail.” What are the two criteria used to determine how severely to restrict the dissemination of data collected? How has ICD 503 changed the two criteria and what other criteria must now be considered when determining the degree of data dissemination?
4. “The role of intelligence is to identify the policy question, not the policy, from which collection, analysis, and production could then proceed,” Bruce Clarke, former Directory of the National Foreign Assessment Center. What is Clarke talking about in this quote and why is it so important? What role do requirements play in this role? Why are requirements so important?

Sharon Aikins

From: "David Pistole" <dpistole@iup.edu>
To: <fiddner@iup.edu>
Cc: "Weaver, Debra L" <Debra.Weaver@iup.edu>; "Swinker, Mary E" <Mary.Swinker@iup.edu>; "Slack, Frederick J" <Frederick.Slack@iup.edu>; "Sharon C Aikins" <saikins@iup.edu>; "Megan E Knoch" <megan.knoch@iup.edu>; "Megan Alice Florez" <m.a.florez@iup.edu>; "Jessica Diane Tomlinson" <j.d.tomlinson@iup.edu>; "Hwang, Eun Jin" <Eun.Hwang@iup.edu>; "Hildebrandt, Melanie D" <Melanie.Hildebrandt@iup.edu>; "Evering, Lea Calvert" <Leah.Calvert@iup.edu>; "David Pistole" <dpistole@iup.edu>; "Asamoah, Yaw A" <Yaw.Asamoah@iup.edu>; "Robert W Sweeny" <bob.sweeny@iup.edu>
Sent: Friday, September 23, 2011 9:24 AM
Subject: W designation

Dr. Fiddner, Thank you for your application for approval as a Type I professor commitment. The Liberal Studies Committee has reviewed your application for a Type I - professor commitment W designation and would like

a few clarifications and minor revisions to the writing portion of the application before we can approve your application.

1. The committee did not understand why the CIE terms of reference was not graded. Particularly since it could be up to 1/4 of the writing total. I know we had talked about some of these issues earlier and I tried to explain them to the committee but their feeling was that because of the number of written pages, the students should get some credit for the process as well as the end product.

2. The committee was not sure why you included the small group results summaries in the writing assignments. Again it appears to be part of the process on the way to the end product but if it is not graded and isn't a part of the final grade perhaps it doesn't need to be in the writing assignments table (still a requirement for the course - just not in the writing assignment portion).

3. The committee assumes that your 19 page total in the # of total pages included one for the the <1 of CIE abstract - please clarify.

4. Although not associated with the writing portion of the application that the Liberal Studies committee reviews, the committee would urge you to review the class participation portion of your evaluation methods. Statements such as "the quality of student participation" are extremely difficult to quantify and open the door to grade appeal possibilities.

Please feel free to contact me if you have any questions. We look forward

to getting your revised application. David

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