GSST 4320-90L: PRACTICUM IN GLOBAL SECURITY STUDIES  
Fall 2018

INSTRUCTOR: Dr. Aziza Zemrani
OFFICE: Liberal Arts Building, Rm. 229, Edinburg Campus
TELEPHONE: (956) 665-7845
E-MAIL: aziza.zemrani@utrgv.edu

Generally I will respond to emails no more than 24 hours after receiving them, and often much sooner than that. If I plan to be away from my computer for more than a couple of days or if an unanticipated personal or professional obligation arises that will make it difficult for me to respond within the usual time frame, I will let you know as soon as possible.

OFFICE HOURS:

My office hours will be held either face to face or virtual or by phone as follow:

Face to face: on Mondays, 2:00-4:00pm in the Liberal Arts Building, Rm. 229, Edinburg Campus.

By phone: 665-7845

Blackboard collaborate Ultra every other Monday from 5-6 pm. An announcement through blackboard will be sent to students.

Course Description:

In this course, students will apply knowledge, skills, and abilities learned in previous courses to complete assignments of practical benefit in the global intelligence and security sector.

**Note that the course is designed to build upon and synthesize knowledge and capacities gained in the other courses for the Global Security Studies minor, and thus ideally, GSST 4320-90L should be taken last in the sequence. However, this should be merely interpreted as a recommendation, as opposed to a formal requirement or prerequisite.

Students will also become acquainted with the history and evolving organizational structure and characteristics of the national intelligence community, the processes
surrounding collection, analysis and reporting of national security and intelligence data, and the various challenges, issues and dilemmas which intelligence and national security professionals encounter in the performance of their responsibilities and job functions. The course also exposes students to a variety of analytical techniques used in the public and private sectors, and the application of these techniques and skills to a variety of case problems and scenarios. The course also prepares students to deliver a variety of analytic products in written, visual and oral formats.

**Prerequisite**

None, but it is recommended that you take the other courses for the minor first (as stated above).

**Student Learning Outcomes**

Learning activities include lectures, readings, quizzes, individual writing assignments, and discussion boards. Successful students will:

- Develop a range of critical thinking skills fundamental to any analytical process.
- Demonstrate the use of fundamental concepts and forms of writing and presentation skills used in typical intelligence and security related settings.
- Produce a variety of analytic products in brief, short, intermediate, and crisis formats.
- Develop a solid grasp of the general intelligence processes common to national security, law enforcement, and business communities.
- Identify and define relevant terminology and tools used in analytical processes, with an emphasis on open source research.
- Develop basic planning processes and major collection tasks integral to data analysis.

**Technical Requirements**

**Computer Hardware**

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

**Student Technical Skills**

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

**Software**

- Mozilla’s Firefox (latest version; Macintosh or Windows)
• Google Chrome (latest version; Macintosh or Windows)
• Adobe’s Flash Player & Reader plug-in (latest version).
• Apple’s QuickTime plug-in (latest version). A free download is available at
• Virus protection UTRGV Software link
• Microsoft Office UTRGV Software link

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

• Visit the Blackboard Student Help Site
• Submit a Blackboard Helpdesk Ticket
• Help Desk Contact Information (UTRGV’s Blackboard Support)

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
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<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
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<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
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<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
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<tr>
<td>Location: Education Building Room 2.202</td>
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<td>Phone: 956-665-5327</td>
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<td>Monday – Thursday 7:30AM – 7:00PM</td>
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<td>Friday: 7:30 AM – 6:00PM</td>
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Course Organization and Online Tools

Course Structure

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Assignments

Unless indicated otherwise in Weekly materials, you will submit the assignments for the course (as spelled out in the ‘Course Requirements and Points Possible’ section below) to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

Required Textbook

Please DO NOT use earlier editions of the book.

Course Drops

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if you have submitted at least 2-3 assignments with a passing grade. Please follow UTRGV policies for guidance on the timeframe within which incomplete course assignments must be completed.

Course Evaluation

This course will be evaluated according to University guidelines.

Mandatory Course Evaluation Period:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

<table>
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<tr>
<th>Module</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>October 4 – 10</td>
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<tr>
<td>Module 2</td>
<td>November 29 – December 5</td>
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<tr>
<td>Full Fall Semester</td>
<td>November 15 – December 5</td>
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Course Requirements and Points Possible:

Writing Assignments: 50 possible points (25% of course grade)

Consists of 4 writing assignments worth 12.5 points each. This portion of the course will fall between Weeks 10 and 13 of the semester. Students will be expected to produce analytic briefs and reports that are commonly used in national intelligence work. Generally these intelligence products are no more than a few paragraphs to a couple of pages long and the emphasis is on packing in as much relevant information in as few
words as possible. In other words, a premium is placed on clarity and concision. More information about the elements of the various analytic products which you will be expected to produce will be released when we reach this stage of the course.

**Midterm Examination (multiple choice, true/false and IDs): 40 possible points (20% of course grade)**

**Participation – Discussion Exercises: 20 points (10% of course grade)**

**Quizzes: 30 possible points (15% of course grade)**
Three quizzes worth 10 points each

**Final Examination (multiple choice, true/false and IDs): 60 possible points (30% of course grade)**

**TOTAL POSSIBLE POINTS: 200**
200 to 180 = A
179 to 160 = B
159 to 140 = C
139 to 120 = D
119 points or less = F

**Viewing Grades in Blackboard**

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

I will update the online grades typically within 7 days following the completion of an exam, activity or assignment. In many cases, I should be able to complete the grading well before then. If my schedule becomes unusually hectic or if some unexpected personal or professional obligation or situation arises (not necessarily an emergency) that will make it impossible for me to complete and post the grading for an assignment within 7 days, I will contact you as soon as possible and provide you to the best of my ability a revised timeframe.

You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

**Discussion/Participation Policy**

Active participation by students is assumed.

* In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions, you
contribute to your own successful learning experience as well as to the experience of your peers.

For weeks 5 and 6, I will roll out a discussion activity that needs to be completed within a defined time frame. Discussion activities will generally consist of debates on burning intelligence issues tied to course concepts, themes, and pertinent current events.

In the discussion threads, students will be asked to provide their own informed opinion or commentary on class topics, and respond to other students’ comments. Comments should reflect a high level of engagement with the lecture and reading material, as well as a strong capacity for critical thinking and reflection.

In some of the discussions, you may be asked to respond to short questions that draw upon a combination of knowledge acquired from the lecture and reading material, any prior experience with the subject matter, and occasional research into supplementary sources.

In discussion boards, I expect all of you to exhibit the utmost courtesy, respect and civility towards your fellow students. While you may passionately disagree with each other on any given issue (and I welcome and encourage diverse viewpoints), it is imperative that you express these differences in a manner that validates the authority and knowledge of those with whom you disagree. Any remarks that may be construed as insulting or disparaging to fellow students will not be tolerated.

**Ground Rules and Tips for a Successful Course**

Log in to the course frequently (at least several times per week) and check the announcements and weekly modules. This will keep you apprised of any course updates (including corrections and updates to the syllabus), progress in discussion boards, assignment information, and messages requiring immediate attention.

**Be attentive to and keep up with the course schedule in the Syllabus.**

**Applied Learning/Hands-On Component of the Course**

**In Week 9 of the course, we will switch to more of an applied learning format. In this section, you will be introduced to the fundamentals of analytical writing and a variety of analytical products commonly used in intelligence work. I will explain the elements and format of each analytic product, provide templates, and then you will be expected to produce one of your own.**

In these exercises, you will apply the relevant analytical technique and writing format to specific global security issues, crises and contingencies – which may presented as case studies, current events or hypothetical scenarios - and produce and submit a written report.
In the Tentative Class Schedule and Reading List at the end of this syllabus, I will list the discussion activities and exercises, analytical exercises, quizzes and exams you will be expected to complete, and their respective due dates.

**Communication Skills**

All students must have adequate writing skills to communicate content in a professional and concise manner. In written assignments, students must be proficient in developing ideas, citing scholarly references, and using an appropriate writing style and language conventions (including wording and phrasing). Students must use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas.

**Time Commitment**

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments (note: yet this may involve substantially greater time for a condensed summer school course).

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

**Course Policy on Reproduction**

Neither students nor the instructor may reproduce any on-line materials in part or in full for any purpose other than personal off-line use.

**Late Assignment and Missed Exam Policy**

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed.

All due dates are posted in this document. All exams are open for multiple days, and students are notified of all assignments on the first day of class in this document.

Students may not arrange to access exams in advance. The opportunity to take a make-up exam or to submit a late assignment without penalty will only be granted to students who were unable to take the regularly scheduled exam or complete an assignment on time due to compelling reasons, especially an illness or personal and family emergency. I WILL NOT consider any request for a makeup exam or a delayed submission of an assignment that is not supported by appropriate documentation, such as a note from a doctor, social worker or police officer. The documentation must provide a sufficiently credible case that the student was (or will be) unable to take the exam or complete the assignment on time.
In all other cases, missed exams (those not taken or completed by the posted deadline) or unsubmitted assignments will receive a grade of zero (0) points.

Scheduling conflicts and prior obligations WILL NOT be accepted as valid grounds for taking an exam at an alternative time or for delayed submission of an assignment, unless they are university-related activities and events, and in that case, appropriate documentation must be provided to me in advance of the event. You are strongly advised to (re)arrange your schedule early in the semester in such a way that potential scheduling conflicts can be avoided to the greatest degree possible.

Exceptions may be made for those with demanding full-time jobs or who serve in the armed forces and often need to be out of town. However, these will be decided on a case by case basis, and you are advised to contact me as soon as possible before any assignment or exam is due.

Students should plan accordingly, and not wait until the last minute to complete coursework, to minimize the likelihood or impact of technical issues that could result in missed or late work.

File corruption or computer malfunction WILL NOT be accepted as valid grounds for obtaining an extension of exam and assignment deadlines. It is your responsibility to back up your work and save it in multiple storage mediums (such as a flash drive and/or Google Dropbox or other ‘cloud computing’ system) in order to minimize the likelihood of a catastrophic loss of data.

If you have a serious or recurring problem or crisis in your life – such as a medical or mental health issue – that is negatively affecting your academic performance and your ability to devote sufficient time and resources to your studies, you are advised to consult with me EARLY in the semester. It is far easier to identify options and alternatives when I become aware of such problems at an early stage. And if the matter is sensitive or confidential, you may feel free to provide me with a note from an authority – such as a doctor, mental health professional, student advocate or law enforcement officer – in lieu of explaining the problem to me yourself.

**Students with Disabilities**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably
immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Student Accessibility Services:**

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**Scholastic Integrity**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Sexual Harassment, Discrimination and Violence**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**Student Services**

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center,
Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

**TENTATIVE CLASS SCHEDULE & READING LIST**

Please note that the schedule is “tentative”. Minor reshuffling of material may be necessary to suit either instructor’s curricular or scheduling needs or unforeseen events such as major Blackboard outages at UTRGV, severe weather, etc.

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>WHAT’S HAPPENING?</th>
<th>WHAT’S DUE?</th>
<th>DISCUSSION ACTIVITIES/ ASSIGNMENTS</th>
<th>LEARNING OBJECTIVES</th>
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<tbody>
<tr>
<td>01</td>
<td>8/27-9/2</td>
<td>Syllabus Review</td>
<td>Read syllabus and introductory video message</td>
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<td>Acquire understanding of the historical uses of intelligence and the gradual evolution of what eventually became the standing national intelligence apparatus of the U.S.</td>
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<tr>
<td>02</td>
<td>9/3-9/9</td>
<td>History and Evolution of U.S. Intelligence Community</td>
<td>Reading: Lowenthal, Chapters 1 and 2</td>
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<td>Identify the various agencies that comprise the national intelligence community, the ‘intelligence cycle’ and the defining features of intelligence</td>
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<tr>
<td>03</td>
<td>9/10-9/16</td>
<td>Organizational Structure and Characteristics of the U.S. Intelligence Community, the ‘Intelligence Cycle’ and Other Intelligence Issues</td>
<td>Reading: Lowenthal, Chapters 3 and 4</td>
<td></td>
<td>Gain appreciation of the reasons for the creation of a permanent national intelligence community in the U.S. following World War II</td>
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</tbody>
</table>
| Week | Dates     | Topic                                      | Reading: Lowenthal | Quiz #1: Covers Chapters 1-5 and corresponding lecture material – Available: Mon. 9/17 at midnight Due Date: Sun. 9/23 at 11:59pm | Students will be able to differentiate the different methods of collecting intelligence
Gain appreciation of the growing importance of open source intelligence, and its liabilities
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<tbody>
<tr>
<td>04</td>
<td>9/17-9/23</td>
<td>Collection Disciplines, with focus on Open Source Intelligence (OSINT)</td>
<td>Reading: Lowenthal, Chapter 5</td>
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</table>
| 05 | 9/24-9/30 | Human Intelligence (HUMINT) | Reading: Lowenthal, Chapter 13 | Discussion questions concerning human intelligence based on short video segments about ‘Curveball’ and Aldrich Ames
1st phase (submission) due Thurs. 9/27 at 11:59pm
2nd phase (responses to students) due Sun. 9/30 at 11:59pm | Acquire an understanding of the purposes for which human intelligence is used
Gain appreciation of the strengths and liabilities of human intelligence |
| 06 | 10/1-10/7 | Covert Action | Reading: Lowenthal, Chapters 6 and 8 | Discussion questions or debate concerning the ethics and strategic value of covert action
1st phase (submission) due Thurs. 10/4 at 11:59pm
2nd phase (responses to students) due Sun. 10/7 at 11:59pm | Acquire an understanding of the purposes as well as the ethical and strategic dimensions of covert action |
<p>| 07 | 10/8-10/14 | Midterm Review | Reading: Lowenthal, Chapter 7 | Quiz #2: Covers Chapters 6, 8 and 13 and corresponding lecture material – Available: Mon. 10/8 at midnight Due Date: Sun. 10/14 at 11:59pm | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading: Lowenthal</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>08</td>
<td>10/15-10/21</td>
<td><strong>Midterm</strong></td>
<td>No reading</td>
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<tr>
<td>09</td>
<td>10/22-10/28</td>
<td>INTRO TO ANALYTIC WRITING</td>
<td>Reading: Lowenthal, Chapter 9</td>
<td>Develop a solid grasp of the conventions and purposes of analytic writing and how it differs from academic writing</td>
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<tr>
<td>10</td>
<td>10/29-11/4</td>
<td>Written Formats: PRESIDENTIAL DAILY BRIEFS (PDBs)</td>
<td>Reading: Lowenthal, Chapter 10</td>
<td>Writing Assignment #1: Critique of the August 6, 2001 PDB. Due Date: Sun. 11/4 at 11:59pm</td>
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<td>11</td>
<td>11/5-11/11</td>
<td>Written Formats: INFOSUMS, INTSUMS</td>
<td>Reading: Lowenthal, Chapter 11</td>
<td>Writing Assignment #2: Produce an INFOSUMS on a specific topic. INFOSUMS. Due Date: Sun., 11/11 at 11:59pm. 2. QUIZ #3: Covers Chapters 9, 10 and 11 – Available: Mon. 11/5 at midnight. Due Date: Sun. 11/11 at 11:59pm. Acquire familiarity with the elements and format of INFOSUMS and INTSUMS. Demonstrate knowledge of the elements and format of an INTSUMS through the application of the INTSUMS format to a specific national or international security issue.</td>
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<tr>
<td>12</td>
<td>11/12-11/18</td>
<td>Written Formats: SFARS, LFARS</td>
<td>Reading: Lowenthal, Chapter 12</td>
<td>Writing Assignment #3: Produce a SFARS on</td>
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<td>Date</td>
<td>Event</td>
<td>Description</td>
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<td>13</td>
<td>11/19-11/25</td>
<td>Thanksgiving Break</td>
<td>No readings or assignments due this week</td>
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<tr>
<td>14</td>
<td>11/26-12/2</td>
<td>Written Formats: SWOT Analysis</td>
<td>No reading</td>
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<td>Writing Assignment #4:</td>
<td>SWOT Analysis Exercise</td>
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<tr>
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<td>Due Date: Sun. 12/2</td>
<td>Due Date: Sun. 12/2 at 11:59pm</td>
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<td>Acquire familiarity with the elements and format of a SWOT Analysis.</td>
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<td>Final Exam</td>
<td>Final Exam (sometime between 12/7 and 12/13)</td>
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**Due Date: Sun. 11/18 at 11:59pm**

Demonstrate knowledge of the elements and format of an SFARS through the application of the SFARS format to a specific national or international security issue.

Acquire familiarity with the elements and format of a SWOT Analysis.

Demonstrate knowledge of the elements and format of a SWOT Analysis through the production of a SWOT Analysis around a specific national or international security issue.