

1. General Information

1a. Submitted by the College of: GRADUATE SCHOOL

Date Submitted: 1/28/2014

1b. Department/Division: Patterson School Of Diplomacy

1c. Contact Person

Name: Christine Wolcott

Email: cawolc2@uky.edu

Phone: 257-4666

Responsible Faculty ID (if different from Contact)

Name: George Maxwell Wise

Email: max.wise03@uky.edu

Phone: 270-572-1054

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: DIP 726

2c. Full Title: Introduction to Intelligence

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will introduce the student to the role of intelligence in U.S. national security policy-making.

2k. Prerequisites, if any: No prerequisites.

2. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: This course is currently being taught as a DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 726.

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain: This course is currently being taught as a DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 726.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JBLACK|J L Blackwell|DIP 726 NEW Approval Resent to College|20130822

SIGNATURE|JACKSON|Brian A Jackson|DIP 726 NEW College Review|20130625

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 726 NEW Graduate Council Review|20130819

SIGNATURE|JBLACK|J L Blackwell|DIP 726 NEW Approval Resent to College|20130821

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 726 NEW Graduate Council Review|20130822

SIGNATURE|CCAVA2|Carey E Cavanaugh|DIP 726 NEW Dept Review|20130625

SIGNATURE|JBLACK|J L Blackwell|DIP 726 NEW College Review|20140114

SIGNATURE|CCAVA2|Carey E Cavanaugh|DIP 726 NEW Dept Review|20140114

SIGNATURE|CCAVA2|Carey E Cavanaugh|DIP 726 NEW Dept Review|20140116

SIGNATURE|JBLACK|J L Blackwell|DIP 726 NEW College Review|20140116

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 726 NEW Graduate Council Review|20140128

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

Browse...

ID	Attachment
Delete 2955	DIP726intelsyllabusF13.pdf

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: GRADUATE SCHOOL Submission Date: 1/28/2014
- b. * Department/Division: Patterson School Of Diplomacy
- c.
- * Contact Person Name: Christine Wolcott Email: cawolc2@uky.edu Phone: 257-4666
- * Responsible Faculty ID (if different from Contact): George Maxwell Wise Email: max.wise03@uky.edu Phone: 270-572-1054
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year 1
- e. Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: DIP 726
- c. * Full Title: Introduction to Intelligence
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---|--|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 3 Lecture | <input type="checkbox"/> Laboratory ⁴ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: | | |
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course will introduce the student to the role of intelligence in U.S. national security policy-making.

k. Prerequisites, if any:

No prerequisites.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

This course is currently being taught as a DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 726.

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ^sfor ANY program? Yes No

If YES ^s, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

-
- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - The chair of the cross-listing department must sign off on the Signature Routing Log.
 - In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
 - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

The University of Kentucky – Patterson School of Diplomacy & International Commerce
DIP 726-001
"Introduction to Intelligence"
Course Syllabus

Professor Max Wise

Office Hours: POT 3rd Floor
Tuesday 2:30-4:00

Phone: 270-572-1054 cell
270-469-4996 – home
max.wise03@uky.edu
gmwise@campbellsvill.edu

Date of Course: Fall, 2013

Title of Course: DIP 726: Introduction to Intelligence, 3.0 credit hours

Required Textbook(s):

1. Lowenthal, Mark M. *Intelligence: From Secrets to Policy*, 5th edition. Washington, DC: CQ Press, 2012. Referred to in the course readings as Lowenthal.
2. Priest, Dana and William M. Arkin. *Top Secret America*, Penguin Press, 2012.
3. Crumpton, Henry. *Art of Intelligence*, Penguin Press, 2012
4. Zegart, Amy B. *Spying Blind: The CIA, the FBI, and the Origins of 9/11*. Princeton, NJ.: Princeton University Press, 2007.

Course Description: This course will introduce the student to the role of intelligence in U.S. national security policy-making. We will discuss American intelligence history, the relationship between historical events and the organizational structure of American intelligence, and come to understand the complex relationship between various intelligence agencies and the work that they do. The main emphasis will be concentrated on issues affecting policy, oversight, and intelligence support to homeland defense/security and national decision-making.

Course Goals: The course will offer a variety of conceptual tools and frameworks for students to think strategically about key issues in the contemporary Intelligence Community (IC) and homeland security environment. The course's interdisciplinary structure, combined with the professor's operational expertise on the topic, will assist the student in developing a better understanding of the role that intelligence plays in homeland security and policy making.

- a. Articulate the intelligence demands of decision-making, particularly in homeland security.
- b. Demonstrate an understanding of the influence of historical events on the structure of the contemporary Intelligence Community (IC).
- c. Describe the various entities that constitute the American Intelligence Community and demonstrate knowledge of their different functions, styles, and roles.
- d. Examine and critique the Intelligence Reform and Terrorism Prevention Act of 2004.

Course Objectives: By the end of the course, students should understand and appreciate the following:

- a. What constitutes intelligence?
- b. The various agencies that make up the entire U.S. Intelligence Community and the challenges that they pose to the various levels of governmental jurisdiction.
- c. The frustrations and obstacles involved with predicting intelligence and suffering intelligence failures.
- d. Overview of the entire intelligence collection cycle.
- e. Understanding and defining interagency coordination and the flow of intelligence for homeland security.

Instructional Procedures: This course will be taught by lectures, class discussion, group exercise, PowerPoint, examinations, video, and extensive reading/research.

Course Requirements:

1. **Attendance Policy** – ALL students are expected to be in class every class session and on time. Attendance is critical for success in this class. It is highly unlikely that you will do well in this course if you are repeatedly absent from class. Please let me know in advance (in person, by email or phone) if you plan on missing class.
2. **Testing and Grading** – There will be one final exam given this semester. The format of the exam will be decided upon by the professor. It is strongly encouraged that you do not miss an exam under any circumstance. The grading scale is as follows:

A	93 - 100
B	85 - 92
C	84 - 77
E	76 – Below

Semester Assignments:

1. **Intelligence Readings** – Homeland Security and Intelligence is an exceptionally broad, cross-disciplinary field, in which policies and political issues change on a daily basis. For this reason, the course will require the student to keep up with a large amount of issues and readings over the course of the semester. Students are expected to complete all assigned readings before class time. Homework assignments will most likely come from the readings that will be handed out in class, from the textbook(s) or posted online.

The majority of information will be drawn from current events at the beginning of classes and for some of the writing assignments, so I expect that you read, watch or listen to at least one reliable source of international or domestic news daily. We will also rely heavily on journal articles found from the web, the media and other sources to keep up to date. Of particular use will be the CIA's website at <https://www.cia.gov>.

Much of the information will be drawn from the Center for the Study of Intelligence which publishes Studies in Intelligence quarterly, as well as other publications under the headings of Library and Reference (Kent Center Occasional Papers) and the FOIA Electronic Reading Room.

2. **Writing Assignments:** Writing assignments may be given randomly throughout the semester by the professor. The writings can come from articles passed out in class, posted online, or from topics/discussion based on class lectures or documentaries shown. These assignments may be performed in class or due the following class period.
3. **Participation:** Your success in this course is highly evaluated by active participation by all students...including completion of readings prior to the annotated date on the schedule. Participation accounts for 15% of the course grade and includes class meetings and interacting with classmates and the professor during class time. Please keep all comments to an intellectual level. Do not bring personal attacks against any student into my classroom.
4. **Final Exam** – a comprehensive exam that will evaluate your complete understanding of the course.
5. **Intelligence Policy Memorandum** – Each student will be required to submit two intelligence policy memos during the course of the semester. One memo will be written as an intelligence bulletin (2 page goal), while the other memo will be written as an intelligence assessment (3-5 page length). The memorandums will be based from an intelligence related question assigned by the professor. Grading criteria will primarily be based on the four following areas:
 - Is the question answered?
 - Is there an argument presented and defended throughout the discussion?
 - Clarity, Organization, Structure, and Grammar.
 - Integration of class materials, facts, and readings to back up the argument.
6. **Intelligence Group Project** – The class will be split up into 3 or 4 person teams with each team developing a compelling intelligence theme or topic that is identified from the course. Each group will create a project that involves insightful intelligence analysis and/or a threat assessment touching on a homeland security, national security or international security issue. The project will demonstrate how intelligence analysis is based on collaboration and how to provide value-added information from the analytical process. The project will run concurrently throughout the semester with the group

presenting on dates assigned by the professor. Each group member will participate in an oral briefing and written report detailing the intelligence issue.

Grading: Student grades will be a function of the following evaluations.

Participation	15%
Writing Assignments	10%
Policy Memo	15%
Final Exam	40%
Group Project & Presentation	20%

Respect! - I ask that you respect me and your fellow students in this class. During the course of the class, we could be discussing some politically and highly sensitive/personal topics. There will be disagreements within the class. Always keep these disagreements intellectual and NOT personal.

b) Cell phone – please turn your ringer to vibrate at the beginning of class. If you need to make a call or text, please do so outside of the classroom so it is not a distraction to those around you.

c) Please try to avoid walking in late or leaving early. This disrupts the class for all students and me during a lecture.

Plagiarism and cheating will not be tolerated - Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:
<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about

the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

In order to discourage cheating on exams, some rules must be followed.

- No electronic devices such as cell phones or Ipods are allowed during the exam
- No talking will be allowed during the exam.

ACCOMODATIONS DUE TO DISABILITY:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

General Tips:

1. Keep this syllabus. The syllabus is a contract between the student and the professor about the course. In case of disputes, the syllabus is the final source of resolution. If you lose your syllabus, please contact me to get another one.
2. If you are having problems with the course material or with the assignments, or if you just seem to be getting behind, please see me as soon as possible. I am always happy to talk with you.
3. E-mail and office hours are the best way to contact me outside of class. I check my email regularly, but not necessarily during the day at school. All emails will be answered. If you do not get a response within one day, I probably have not received your email – so please resend it or call me.

Useful websites:

www.dni.gov – Director of National Intelligence

www.dni.gov/nic - National Intelligence Council (NIC)

www.intelligence.gov – the Intelligence Community

www.fas.org – the Federation of Atomic Scientists (Intelligence Heading)

www.StrategicStudiesInstitute.army.mil – The Strategic Studies Institute of the US Army War College

www.fpc.state.gov – the State Department’s Foreign Press Center (Reports)

www.foreignpolicy.org – Foreign Policy magazine

www.gwu.edu/~nsarchiv – The National Security Archive at George Washington University