NISS 5397 – Special Topics: Intelligence Cooperation and Comparative Intelligence Policy
Fall 2021
Department of Government, SFASU
Course Meeting Times: Online
Course Location: Online
Instructor: Dr. Steven E. Galatas
Office Location: Liberal Arts North #134
Office Hours: TBA
Phone: (936) 468-2003
E-mail: galatasse@sfasu.edu

Course Description:
“This course provides an overview of the conditions under which the U.S. and other countries cooperate in intelligence sharing of data, analysis, and operations. In addition, the course reviews the history of intelligence cooperation, current challenges of intelligence cooperation, and reviews the intelligence structures and operations of selected countries around the world.” Graduate Bulletin, 2021-2022.

Program Learning Outcome:
The following program learning outcomes are addressed in this course

- The student will differentiate current challenges and issues confronting U.S. national security and intelligence policy

Student Learning Outcome:
By the end of the course, you will be able to

- Evaluate the strengths and weaknesses of various theories to explain the conditions under which countries cooperate in intelligence policy
- Assess the challenges that the U.S. faces when it chooses to cooperate in intelligence policy.
- Discuss the advantages and disadvantages of intelligence cooperation
- Explain the structure and operations of selected intelligence agencies of other countries

Texts:
There are no textbooks required for this course. However, you are required to access the following articles.


Turnier, P., 2020. “Explaining the Depth and Breadth of International Intelligence Cooperation:
Toward a Comprehensive Understanding.” *Intelligence and National Security* 36(1) 116-38.


Grades:

Grades for this course are derived from the following sources:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Activity</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Papers</td>
<td>35%</td>
</tr>
<tr>
<td>Research Project</td>
<td>35%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned using the following criteria:

- A 90.0% to 100.0%
- B 80.0% to 89.9%
- C 70.0% to 79.9%
- D 60.0% to 69.9%
- F 0.0% to 59.9%

Grades are not curved or adjusted at the end of the term. Extra credit work is not permitted.

**Introductory Activity:**

To begin the class, you will participate in a mandatory Livestream Session on ZOOM on **Monday, August 23 beginning at 7:00 p.m. Central Time.** At this session, the course instructor will review course requirements, including the course syllabus and course calendar. Your professor will also introduce himself, and you will introduce yourself to your colleagues in this course. You should be prepared to introduce yourself by discussing your academic background, career goals and aspirations, and interesting facts about yourself.

To access the Livestream Session on ZOOM, use the following information.

https://sfasu.zoom.us/j/95391229395?pwd=VGo0c0Y0Tm4rTDhsc3Exc1pZNdz09
Meeting ID: 953 9122 9395
Passcode: 891200

In addition, you will participate in an Introductory Activity Discussion Board on Brightspace by D2L. This activity is designed to prepare you to think systematically about intelligence cooperation and comparative intelligence policy. As part of this assignment, you will answer a series of guided questions and provide answers in the discussion board. Your answers should be entered into the appropriate discussion board by **11:59 p.m., August 25, 2021.**

You will also provide comments and feedback to your colleagues’ initial answers. All responses should be entered by **11:59 p.m. on August 27, 2021.**

All introductory activities are collectively worth five (5) percent of your grade for this course.
Participation

Your participation grade will be based upon discussion of the course readings online via the course’s website on Brightspace by D2L. Your participation will be graded based upon your service as a discussion lead and as a participant in discussion threads associated with assigned readings.

You will be assigned randomly as a discussion lead by your course instructor. As the discussion lead, you must post a video in the appropriate drop box in Brightspace by D2L for your week’s reading assignments. The video should provide a summary of the key points from the reading, including as needed synthesis of the readings. You should then identify three or four critical questions posed by the assigned readings for that week. You will start a thread with your video post. Your video post should be no more than ten (10) minutes in length. You are expected to continue participation by responding to other students’ posts as well. Your video should be a polished, professional presentation worthy of a graduate level course presentation. Failure to provide a video post, to upload a polished and professional presentation, and to use appropriate grammar and syntax will adversely affect your grade for the presentation.

For each discussion post, you will be expected to contribute to the thread posted by the discussion lead and the posts of other students in the class. Responses may be typed only. However, posts should again be polished and professional, using appropriate language, terminology, grammar, and syntax. These responses are due no later than 11:59 p.m. on Friday of the week the post is due. Your grade for participation will be assigned based upon the quality, accuracy, and depths of your comments.

Collectively, participation is worth twenty-five (25) percent of your grade.

Critical Papers:

You will develop critical papers addressing a substantive issue found in the weekly assigned readings. These papers are assigned at the beginning of most modules, according to the class calendar below. Your papers must review the fundamental theoretical as well as practical aspects of the week’s reading assignment. You must also discuss the implication of the readings for American national security and intelligence policy. You must complete five (5) or the six (6) papers during the semester.

Your papers should be typed, double-spaced using an appropriate font. Papers are due at 11:59 p.m. on Friday of the week that the material is covered in the course, according to the course outline at the end of this syllabus. Papers should be approximately three to four pages in length. You will upload your paper to the appropriate Dropbox on Brightspace by D2L.

Collectively, these papers are worth thirty-five (35) percent of your grade in the class.

Research Project

The Research Project consists of an intelligence briefing over another country’s intelligence community. The intelligence briefing should focus on a case other than the major countries included in this course. Thus, Canada, the United Kingdom, Russia, and China may not be the subject of your research project. While the European Union may not be examined, you may select specific EU Member States, for example Germany or Spain. Your selected country must be approved by your professor by 5:00 p.m. on Friday, September 20, 2021.

After your country has been approved by your professor, you will write an intelligence brief that should be no more than ten (10) pages typed, double-spaced using an appropriate font. The briefing should begin with the assumption that you are an intelligence analyst for the U.S. Central Intelligence Agency. Your intelligence briefing should address several of the following issues:

- What are the key intelligence agencies of your country?
- How are these agencies structured in terms of institutional arrangements, oversight (legislative and executive), and budget resources?
- What is the history of intelligence agencies in your country?
• What are the key goals and objectives of the intelligence agencies in your country?
• What kinds of intelligence operations does your country undertake?
• Does your country engage in intelligence cooperation and sharing with other countries? Why?

Your paper is due at **11:59 p.m. on Friday, November 19, 2021.** Your paper is worth eighty (80) points.

You will also produce a Video Presentation of your paper. Your Video Presentation should make use of appropriate presentation software, graphics, and visual elements to illustrate key ideas and concepts in your paper. Your Video Presentation should be approximately 7 – 10 minutes in length. Your presentation should be uploaded to the appropriate Discussion Board on Brightspace by D2L. Approximately one-half of the class will upload their project during the week of November 29, while the other half will upload their project during the week of December 3. You will be randomly assigned to one of the weeks later this semester. Your Video Presentation is worth fifty (50) points.

In addition, you are expected to participate in discussions and review of your peers’ Video Presentations. All comments must be entered by Friday, December 3, 2021 for the first week of presentations and by Friday, December 10, 2021 for the second week. Participation in these discussion is worth twenty (20) points.

The entire research project is worth one hundred-fifty (150) points, and collective accounts for thirty-five (35) percent of your final grade for this course.

Technical Support:
For D2L technical support, contact student support at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.
To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

Course Hour Justification
In compliance with SFA Policy 5.4, you are expected to spend 450 minutes each week engaged in class-related activities. These activities include reading and reviewing material from your assigned readings, as well as reviewing notes from readings, working on class assignments, and engaging in research related to your papers.

Student Academic Dishonesty:
The following is taken from SFASU’s Policy Manual (2021), section on “Student Academic Dishonesty.”

“Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty:
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one’s own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty:
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf. All cases of academic dishonesty will be handled according to University policies and procedures in the SFASU Policy Manual and other sources of policy. The consequences for academic dishonesty may range from a score of zero (0) on the assignment to an “F” for the course. For details, students should refer to the SFA Policy Manual (2021) or the University’s Graduate Bulletin, 2021 – 2022 section entitled “Academic Integrity” and other sources of University policy.

Withheld Grades:
The following is taken from SFASU’s Policy Manual (2021), “Course Grades Policy.” (Policy 5.5) “At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.”

Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Attendance:
Because this class is delivered through an online platform, there is no required attendance. Instead, you are expected to engage in logging onto the course management software, Brightspace by D2L, to complete modules and assignments based upon the schedule listed in the Course Calendar. In addition, note the following course policies:

- This is an online course, so you will be required to engage in self-study and self-reminders as to when assignments are due and what is required of you. A due date timeline in addition to the syllabus is posted in the getting started section, and I will post announcements when necessary.
- We will maintain regular contact throughout the semester through D2L email.
- Late assignments are not accepted. Having another exam or paper due that week is not an exceptional circumstance.
• The open exchange of ideas will be respected by all students. Respectful discussion is required. While you are allowed to express your opinions during the discussions remember that other students may have different opinions and have the right to have and express those opinions. Personal attacks are not allowed as they do not promote civilized debate.

• While you may encounter technological issues such as problems uploading assignments to Brightspace by D2L or technological problems, these issues are not valid excuses for submitting work after the deadlines listed in this syllabus. You should complete your assignments in a timely fashion so that if you encounter a printer problem, etc. you have sufficient time to overcome the problem before the deadline for submitting work.
COURSE OUTLINE AND READINGS

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Week of August 23     | Getting Started                      | • Read Get Started module content, including Course Syllabus and Semester Calendar.  
|                       |                                      | • Participate in Livestream Session on ZOOM on Monday, August 23 at 7:00 p.m. Central Time.  
|                       |                                      | • Submit Introductory Activity video to Introductory Activity Discussion Board by August 25 at 11:59 p.m.  
|                       |                                      | • Submit responses to Introductory Activity videos from other students by August 27 at 11:59 p.m.  |
| Week of August 30     | Foundations of Intelligence Cooperation | • Read module content.  
|                       |                                      | • Read Clough (2004); Brown and Farrington (2016); and Tuinier (2021).  
|                       |                                      | • Submit Discussion Board #1 by September 1 at 11:59 p.m.  
|                       |                                      | • Submit responses to other students’ posts by September 3 at 11:59 p.m.  
|                       |                                      | • Discussion Leader: Hayden Young  |
| Week of September 6   | Theories of Cooperation I: Transaction Theory | • Read module content.  
|                       |                                      | • Submit Critical Paper #1 by September 10 at 11:59 p.m.  |
| Week of September 13  | Theories of Cooperation II: Game Theory | • Read module content.  
|                       |                                      | • Submit Critical Paper #2 by September 17 11:59 p.m.  |
| Week of September 20  | History of Cooperation               | • Read module content.  
|                       |                                      | • Read Debruyne (2013); Munton and Matejova (2012); Clement (2018); and Pfluke (2019)  
|                       |                                      | • Submit Discussion Board #2 by September 22 at 11:59 p.m.  
|                       |                                      | • Submit responses to other students’ posts by September 24 at 11:59 p.m.  
|                       |                                      | • Submit country selection for Research Project by e-mail by 5:00 p.m. on September 20.  
|                       |                                      | • Discussion Leader: Cole Biggs  |
| Week of September 27  | Canada / United Kingdom              | • Read module content.  
|                       |                                      | • Read Munton (2009); Jeffrey-Jones (2012); and Robson (2020).  
|                       |                                      | • Submit Critical Paper #3 by October 1 at 11:59 p.m.  |
| Week of October 4 | The European Union | - Read module content.  
- Read Lledo-Ferrer and Dietrich (2020); Labasque (2020); Lutsch (2020); and Van Puyvelde (2020).  
- Submit Critical Paper #4 by October 8 at 11:59 p.m. |
| Week of October 11 | Transatlantic Cooperation | - Read module content.  
- Read Segell (2014); Gordon (2017); and Ballast (2018).  
- Submit Discussion Board #3 by October 13 at 11:59 p.m.  
- Submit responses to other students’ posts by October 15 at 11:59 p.m.  
- Discussion Leader: Dalton Hice, Hallie Oden |
| Week of October 18 | East Asia | - Read module content.  
- Read Phillips (2006); Kobayashi (2015); and Seo (2018).  
- Submit Discussion Board #4 by October 20 at 11:59 p.m.  
- Submit responses to other students’ posts by October 22 at 11:59 p.m.  
- Discussion Leader: Daniel Greco, Eoin Crawford |
| Week of October 25 | Middle East | - Read module content.  
- Read Kahana (2010); Byman (2016); Svendsen (2016); and Tabatahai (2017).  
- Submit Critical Review #5 by October 29 at 11:59 p.m. |
| Week of November 1 | Russia | - Read module content.  
- Read Gioe (2018); Gioe, Goodman, and Frey (2019); and Uhlmann and McCombie (2020).  
- Submit Discussion Board #5 by November 3 at 11:59 p.m.  
- Submit responses to other students’ posts by November 5 at 11:59 p.m.  
- Discussion Leaders: Daniel Cantu, Marlee Chandler |
| Week of November 8 | China | - Read module content.  
- Read Eftimiades (1993); Mattis (2012); Inkster (2013); and Mattis (2015).  
- Submit Critical Review #6 by November 12 at 11:59 p.m. |
| Week of November 15 | Research Projects I | - Read module content.  
- Participate in Livestream Session on ZOOM on Monday, November 15 at 7:00 p.m. Central Time.  
- Upload Research Project Paper to the appropriate Dropbox by November 19 at 11:59 p.m. |
<table>
<thead>
<tr>
<th>Week of November 29</th>
<th>Research Project II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                     | • Read module content.  
|                     | • Upload Video Presentation to Research Project Discussion Board #1 by November 30 at 11:59 p.m., if applicable.  
|                     | • Submit comments on uploaded projects to Research Project Discussion Board #1 by December 3 at 11:59 p.m.  
<p>| |
|                     |</p>
<table>
<thead>
<tr>
<th>Week of December 6</th>
<th>Research Project III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                     | • Read module content.  
|                     | • Upload Video Presentation to Research Project Discuss Board #2 by December 7 at 11:59 p.m., if applicable.  
|                     | • Submit comments on uploaded projects to Research Project Discussion Board #2 by December 10 at 11:59 p.m.  
|                     |  