NISS 5301.500 – Research and Writing in National Security and Intelligence
Spring Semester 2024
Department of Government, SFASU
Course Meeting Times: Online
Course Location: Online
Instructor: Dr. Steven E. Galatas
Office Location: Liberal Arts North #134
Office Hours: MW 1:30 – 2:30 p.m. (ZOOM); TR 10:00 a.m. – 12:00 p.m.; and by appointment
Phone: (936) 468-2003
E-mail: galatase@sfasu.edu

Course Description:
“This course focuses on the skills necessary to produce and read intelligence reports. It will include traditional attention to the scientific method and basic strategies of research and writing. This course further examines strategies related to collecting, disseminating, and reading intelligence briefs.”

Program Learning Outcome:
The following program learning outcomes are addressed in this course
• The student will demonstrate mastery of intelligence research skills
• The student will execute well-develop written intelligence report
• The student will demonstrate mastery of oral communication skills

Student Learning Outcome:
By the end of the course, you will be able to
• Explain the role of analysis in the intelligence cycle, including challenges inherent in conducting intelligence analysis.
• Practice a variety of techniques associated with accurate of intelligence analysis.
• Explore the psychological aspects of intelligence analysis and how they influence intelligence analysis.
• Evaluate the methodologies associated with intelligence analysis.

Texts:
In addition, you will access the following articles.

Grades:
Grades for this course are derived from the following sources:
Introductory Activity 5%
Five (5) Participation Discussion Boards 30%
Eight (8) Homework Assignments 35%
Intelligence Briefing 30%
TOTAL 100%

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:**
After watching the introductory video about your professor, you will introduce yourself to me and to the rest of the class through a video post to a discussion board in Brightspace by D2L. In this post, you should address the following questions: 1) What is your interest in national security and intelligence? 2) What brought you to SFASU’s program? 3) What is your academic background? 4) What is your work experience? 5) What are your hobbies and interests? 6) What are your career goals and aspirations? Your video should be about five (5) minutes in length.

Your video should be posted by no later than **11:59 p.m. on Friday, January 13, 2023** Central Time. In addition, you must post responses to your fellow students’ videos by no later than **11:59 p.m. on Saturday, January 14, 2023**.

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 to be 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 seven (7) minutes in length. Videos that are too short or too long will be penalized. Your video will be graded based upon your professionalism, use of scholarly and similar appropriate language, conciseness and preciseness of your language, and your grammar and syntax. Discussion lead videos will be worth five (5) percent of your overall grade in the class. Your video should be uploaded by no later than **11:59 p.m. on Wednesday** of the week that you are the discussion leader.

You will be expected to respond to the threads containing the videos of the discussion leaders. Your post should contain comments and observations relevant to the discussion leaders’ videos and / or reaction to other students’ comments. Your posts will be graded based upon the quality, accuracy, and depth of your comments. Your grammar and syntax should be appropriate for a graduate course, reflecting a scholarly, academic style. Your initial posts are due no later than **11:59 p.m. on Friday** of the week that the discussion board is assigned. All final comments and reactions are to be submitted by **11:59 p.m. on the Saturday** of the week that the discussion board is assigned.

Note: your course instructor attempts to engage in these discussion boards as well. Be prepared to respond to these comments and reactions!

You will complete five (5) discussion board throughout the semester. Collectively, the discussion boards are worth twenty-five (25) percent of your final grade.

All participation, discussion leader videos and discussion board posts, count for thirty (30) percent of your grade for this course.

**Homework Assignments:**
You will complete a series of homework assignments associated with the methodologies of research in intelligence and national security research and with the products that analysts working in national security and intelligence are expected to produce. These assignments are designed to help you masters some of the key methodologies used in intelligence and national
security; the assignments also work to refine and improve your writing skills. You will complete eight (8) of these assignments throughout the semester.

These assignments will be grades based upon accuracy of your responses as well as the clarity of your language, preciseness of your language, and the grammar and syntax of your response. Your lowest grade on the homework assignments will be dropped, so that only seven (7) count toward your final grade. Collectively assignments are worth thirty-five (35) percent of your grade.

**Intelligence Briefing:**

You will produce an intelligence briefing of a national security or intelligence issue in American foreign policy. For this assignment, you should assume that your target audience is the president, the national security advisor, and other key leaders of the national security community in the U.S.

You will select a topic for your intelligence briefing. Your topic is due on **February 24 at 11:59 p.m.**

You must submit your topic by e-mail to your professor at galatasse@sfasu.edu. You must participate in a livestream session on ZOOM regarding the requirements of the paper and video presentation. This session will provide additional information about the project on **Wednesday, May 1 at 7:00 p.m.**

You will produce a well-researched briefing paper. This paper should outline the major issue, history of the issue, methodology or methodologies used, conclusions, and policy prescriptions. An executive summary, no longer than one page of bullet points, should outline the paper. The paper should be well-written and researched, using appropriate language and terminology, and professional tone. In addition, your paper should contain proper citations and references. The paper is due no later than **11:59 p.m. on Saturday, May 8.** Your intelligence briefing paper is worth one hundred (100) points toward the final grade in the intelligence briefing overall.

You will produce a video presentation of your findings from your written intelligence briefing in a ten (10) minute presentation. Your briefing must include visual elements to depict your key findings. Your presentation will upload your video to the appropriate discussion board. This assignment is worth fifty (50) points of your grade toward the final grade in the intelligence briefing overall. You will be assessed on the content, structure, and delivery of your oral briefing. Your video presentation is due no later than **11:59 p.m. on Friday, May 10.**

The entire research project is worth one hundred-fifty (150) points, and collective accounts for thirty (30) 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 HOPS 02-207, 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.

**Institution Absences:**

An Institutional Absence (HOPS 04-110) may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.
For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date. More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Academic Integrity:

The Code of Student Conduct and Academic Integrity (HOPS 4-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Withdrawn Grades:
The Course Grades (HOPS 2-206) policy ordinarily allows faculty at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf

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. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being:
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office
Rusk Building, 3rd floor lobby
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic
Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Corner of E. College and Raguet St.

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

On-campus Resources:
Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741
COURSE CALENDAR

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>
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<tbody>
<tr>
<td>Week of January 14</td>
<td>Getting Started</td>
<td>• Read Get Started module content, including syllabus and Semester Calendar.</td>
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<td>• Submit Introductory Activity by January 19 at 11:59 p.m.</td>
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<td>• Submit responses to other students’ introductions by January 20 at 11:59 p.m.</td>
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<td>Week of January 21</td>
<td>What is Research in Intelligence Studies?</td>
<td>• Read module content.</td>
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<td>• Read Prunckun (2015), Chapters 1 – 3</td>
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<td>• Submit videos by Wednesday, January 24 at 11:59 p.m. for Discussion Leaders: Rebekah Cook</td>
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<td>• Submit Discussion Board #1 responses to video posts by Friday, January 26 at 11:59 p.m.</td>
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<td>• Submit responses to other students’ posts by Saturday, January 27 at 11:59 p.m.</td>
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<td>Week of January 28</td>
<td>How to Conduct Social Science Research in Intelligence Studies?</td>
<td>• Read module content.</td>
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<td>• Read Prunckun (2015), Chapters 4 – 6</td>
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<td>• Homework Assignment #1 due by Saturday, February 3 at 11:59 p.m.</td>
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<td>Week of February 4</td>
<td>What are Sources of Research in Intelligence Studies?</td>
<td>• Read module content.</td>
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<td>• Read Prunckun (2015), Chapters 7 – 9</td>
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<td>• Submit videos by Wednesday, February 7 at 11:59 p.m. for Discussion Leaders: Sophia Laneri and Ana Salmean</td>
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<td>• Submit Discussion Board #2 responses to video posts by Friday, February 9 at 11:59 p.m.</td>
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<td>• Submit responses to other students’ posts by February 10 at 11:59 p.m.</td>
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<td>Week of February 11</td>
<td>Methods of Research I</td>
<td>• Read module content.</td>
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<td>• Read Prunckun (2015), Chapters 10 – 11</td>
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<td>• Homework Assignment #2 due by Saturday, February 17 at 11:59 p.m.</td>
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<td>Week of February 18</td>
<td>Methods of Research II</td>
<td>• Read module content.</td>
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<td>• Read Prunckun (2015), Chapters 12 – 13</td>
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<td>• Homework Assignment #3 due by February 23 at 11:59 p.m.</td>
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<td>• Final Project Topic Due by Saturday, February 24 at 11:59 p.m.</td>
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<td>Week of February 25</td>
<td>Methods of Research III</td>
<td>• Read module content.</td>
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<td>• Read Prunckun (2015), Chapters 14 – 15</td>
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<td>• Homework Assignment #4 due by Saturday, March 2 at 11:59 p.m.</td>
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| Week of March 3 | Methods of Research IV     | - Read module content.  
|                 |                           | - Read Prunckun (2015), Chapters 16 – 17  
|                 |                           | - Submit videos by Wednesday, March 1 at 11:59 p.m. for  
|                 |                           | Discussion Leaders: **Grace Defibaugh** and **Giovanni Valldejuli**  
|                 |                           | - Submit Discussion Board #3 responses to video posts by  
|                 |                           | Friday, March 8 at 11:59 p.m.  
|                 |                           | - Submit responses to other students’ posts by Saturday, March 9  
|                 |                           | at 11:59 p.m.  
| Week of March 10 | Spring Break              | - None  
| Week of March 17 | Methods of Research V     | - Read module content.  
|                 |                           | - Read the articles by Buchanan (2020), Congressional Research  
|                 |                           | Service (2020), Schmidt (2022), and Yu and Carroll (2021)  
|                 |                           | - Submit Homework Assignment #5 due by Saturday, March 23 at  
|                 |                           | 11:59 p.m.  
| Week of March 24 | Writing Overview I        | - Read module content.  
|                 |                           | - Read Major (2014), Chapter 1 – 3  
|                 |                           | - Homework Assignment #6 due by Saturday, March 30 at 11:59 p.m.  
| Week of March 31 | Writing Overview II       | - Read module content.  
|                 |                           | - Read Major (2014), Chapters 4 – 7  
|                 |                           | - Submit videos by Wednesday, April 3 at 11:59 p.m. for  
|                 |                           | Discussion Leaders: **Alex Gilmour and Allyson McCutcheon**  
|                 |                           | - Submit Discussion Board #4 by Friday, April 5 at 11:59 p.m.  
|                 |                           | - Submit responses to other students’ posts by Saturday, April 6 at  
|                 |                           | 11:59 p.m.  
| Week of April 7 | Writing Overview III      | - Read module content.  
|                 |                           | - Read Major (2014), Chapters 8 – 10  
|                 |                           | - Submit videos by April 10 at 11:59 p.m. for Discussion  
|                 |                           | Leaders: **Brian Maurer and Tristin Smith**  
|                 |                           | - Submit Discussion Board #5 by Friday, April 12 at 11:59 p.m.  
|                 |                           | - Submit responses to other students’ posts by Saturday, April 13  
|                 |                           | at 11:59 p.m.  
| Week of April 14 | Products I               | - Read module content.  
|                 |                           | - Read Prunckun (2015), Chapters 18 – 19  
|                 |                           | - Submit Homework #7 due by Saturday, April 20 at 11:59 p.m.  
| Week of April 21 | Products II              | - Read module content.  
|                 |                           | - Read Prunckun (2015), Chapters 20 – 21  
|                 |                           | - Submit Homework #8 due by Saturday, April 27 at 11:59 a.m.  
| Week of April 28 | Intelligence Briefing I  | - Read module content  
|                 |                           | - Participate in ZOOM session on Wednesday, May 1 at 7:00 p.m.  
|                 |                           | - Work on Intelligence Briefing. |
| Week of May 5 | Intelligence Briefing II | • Read module content.  
• Submit Final Project Paper by Wednesday, May 8 at 11:59 a.m.  
• Submit Final Oral Presentation by Friday, May 10 at 11:59 a.m. |