Course Description

In this course students learn more about one of the key components of intelligence collection and counterintelligence efforts within the Intelligence Community (IC): human intelligence (HUMINT). Students will learn the process of targeting, planning, elicitation of information, approach and recruitment, security and communication with sources, reporting, and more as it relates to traditional human intelligence endeavors. Other sources and methods related to HUMINT such as interrogation, debriefing, and document exploitation. Students will also learn about the special ethical considerations raised by HUMINT operations.

Program Learning Outcomes

This course supports the following Program Student Learning Outcomes:

1. Theoretical Application - Apply theories of intelligence collection and policy analysis.
2. Research - Develop well-written intelligence reports.
3. Policy Evaluation - Students will be able to differentiate current challenges confronting US National Security and evaluate disparate policy options.
Course Student Learning Outcomes

At the end of this course:

1. Students will understand the processes of targeting, recruiting, and utilizing human sources.
2. Students will be able to describe the way that HUMINT fits with other intelligence gathering methods.
3. Students will reflect on the special ethical considerations of Human intelligence operations.
4. Students will recognize the operation of HUMINT in various contexts (Law enforcement, strategic, tactical/military).

Course Expectations

Students will conduct themselves professionally. They will do so by:

- Being prepared with each week’s readings.
- Participating in weekly discussions in a professional manner.
- Turning in all written work on time and to the best of their ability.
- Responding to professor feedback on written work and working to improve their writing based on that feedback.
- Working independently, but asking for help when needed.

Students can expect Professor Willardson to do the following:

- Be prepared to answer questions and help with any assignment during office hours (which includes appointments via videoconference or in-person).
- Be an example of what is expected in terms of knowledge and professionalism.
- Encourage students to do their best work.
- Provide clear expectations for assignments.
- Provide timely feedback on assignments.

Required Text(s)


FM 2-22.3 - Human Intelligence Collector Operations. 2006. (Available free online.)

FM34-52 - Intelligence Interrogation. 1992. (Available free online)

All other texts are available as PDF files in the class D2L Brightspace content area.

Suggested Texts

Carnegie, Dale. *How to Win Friends and Influence People*
Grading

The course will be graded as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded Discussions</td>
<td>Ongoing</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Module Response Papers</td>
<td>Nearly Weekly</td>
<td>40%</td>
<td>200</td>
</tr>
<tr>
<td>Comprehensive Exam Question</td>
<td>17 Apr</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Ethics Project</td>
<td>7 May (5:00 p.m.)</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>Final Project</td>
<td>9 May (5:00 p.m.)</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>100%</td>
<td>500</td>
</tr>
</tbody>
</table>

A short description of each assignment is found below. All written assignments will be turned in electronically on Brightspace (D2L). Total points earned are divided by 500 for a percent.

Grades are assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>All work meets standard, some exceeds</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
<td>Most work meets standard, some below</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
<td>Most work below standard, some meets</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
<td>Most work below standard, some well below</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.9%</td>
<td>All work below standard, much well below</td>
</tr>
</tbody>
</table>

Assignments and Expectations

Participation (Graded Discussions)

Every module will have a graded discussion as part of the module's assignments and activities. These discussions are meant to get you as students to think about the readings and the course in interesting ways. Students are expected to post at least twice each week in the graded discussions. The first post should come by Wednesday afternoon (17:00) and the second post by Sunday at 23:59. At least one of the posts is substantive (as described below) while other post(s) may be interactive and responsive to each other. Substantive posts will be graded on the following:

- Post addresses the question posed in the thread and uses evidence from assigned readings
- Post asks a related question to the one proposed by Dr. Willardson and uses the week’s assigned texts as the basis for the question.
- Posts are clearly written

These discussions are meant to help you to apply the readings to new situations and to think outside the box. However, to do that effectively, you need to know what is inside the box. Therefore, posts that do not clearly draw on insights from the readings will be heavily penalized.
Expectations for discussions

The discussions are interactive and social. Written conversations are more difficult because tone and intent are harder to judge. Discussion should be professional. While we may (and should) have differing perspectives and approaches, we respect each other. This leads to 2 general discussion principles:

1. Assume that your classmates and professor are engaging in good faith arguments and are not being deliberately combative.
2. Be careful of your own tone so that (1) above is true.

I reserve the right to remove offensive posts. You will receive one private warning if your tone strays from professionalism. After that I will dock points for discussions.

*Keeping the tone professional is much easier to do when your comments are based on insights from the readings and logical arguments that derive from them rather than on opinion and emotion.*

Response Papers

Nearly all of the modules have a short (750-1000 word) response paper. These papers are deliberately short to teach you the skill of writing concisely. Academic writing often rewards length. Intelligence writing favors brevity. Each response paper has a prompt and a length given. I grade each of these papers holistically (no specific rubric), but focus on the following elements:

1. Does the paper answer the question asked?
2. Does it use evidence from the week’s readings?
3. Does it show original thinking and analysis?
4. Does it meet the length guidelines?
5. Is it professionally formatted and does it use proper citations?¹

I provide a checklist for each writing assignment in its specific description in the Brightspace Module each week. To meet expectations, make sure that you have used that checklist before turning in your response paper.

Comprehensive Exam Question

One of the learning outcomes for this course is to help you as students prepare for the comprehensive exam which is a required component of the MA. In Module 8 in lieu of a response memo, you will be given a prompt that will simulate a potential comprehensive exam question that could be asked about the course. It will ask you to draw on your knowledge or all the readings in the course to make a coherent argument about the role of Human Intelligence in the overall intelligence process.

You will be expected to make an argument, drawing on the readings from this course as evidence. You will be expected to use proper citation on this question since it will be open book and untimed (unlike the comprehensive exam).

¹This program uses APSA citations. Make sure you download and read the APSA style guide and use it correctly in your papers.
Ethics Project

The ethics project is due during Module 10. This project draws on Olsen’s book. You will identify 5 of the cases you want to evaluate. You will provide your own feedback on the moral dilemma similar to the feedback from other sources in the book. You will then write your own scenario. More details on this will be available in the Module 10 Content area on D2L by June 1.

Final Project

The final project is a culmination of the different things we have learned so far in class. You will write a 2000 word memo that draws on class readings and at least 5 outside sources to contrast human intelligence operations in the intelligence context with that of the law enforcement context. Specifics about the project are found in the Module 10 content area and will be available by June 1.
Course Schedule

All module writing assignments (briefs) are due by 11:59 p.m. on Sunday evening. Each module’s graded discussion is due for final post by that same time. All times in course are Central Time (US).

<table>
<thead>
<tr>
<th>Module</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Writing</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>22 Jan</td>
<td>Introduction</td>
<td>Response Memo</td>
<td>28 Jan</td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
<td>29 Jan</td>
<td>HUMINT Infrastructure</td>
<td>Response Memo</td>
<td>04 Feb</td>
</tr>
<tr>
<td>3</td>
<td>Mon</td>
<td>05 Feb</td>
<td>Planning and Preparation</td>
<td>Response Memo</td>
<td>11 Feb</td>
</tr>
<tr>
<td>4</td>
<td>Mon</td>
<td>12 Feb</td>
<td>Acquisition</td>
<td>Response Memo</td>
<td>18 Feb</td>
</tr>
<tr>
<td>5</td>
<td>Mon</td>
<td>19 Feb</td>
<td>HUMINT in Different Contexts</td>
<td>Response Memo I</td>
<td>25 Feb</td>
</tr>
<tr>
<td>6</td>
<td>Mon</td>
<td>04 Mar</td>
<td>Reporting</td>
<td>Response Memo</td>
<td>10 Mar</td>
</tr>
<tr>
<td></td>
<td>Mon</td>
<td>11 Mar</td>
<td>SPRING BREAK</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mon</td>
<td>18 Mar</td>
<td>Interrogination</td>
<td>Response Memo</td>
<td>24 Mar</td>
</tr>
<tr>
<td>8</td>
<td>Mon</td>
<td>25 Mar</td>
<td>Document Exploitation</td>
<td>Comp. Exam Question</td>
<td>7 Apr²</td>
</tr>
<tr>
<td>9</td>
<td>Mon</td>
<td>08 Apr</td>
<td>The Moral Dimension</td>
<td>Response Memo I</td>
<td>14 Apr</td>
</tr>
<tr>
<td>10</td>
<td>Mon</td>
<td>22 Apr</td>
<td>Final Projects</td>
<td>Multiple</td>
<td>See Below</td>
</tr>
</tbody>
</table>

- Ethics Project: Due May 7, 2024 at 17:00.
- Final Project: Due May 9, 2024 at 17:00.

Policies

Attendance

This is an online course that is designed to be asynchronous. You are expected to log on and participate in discussion multiple (at least 2) times per week and to keep up with the readings and written assignment. Your presence in discussion and your completion of written assignments constitutes attendance. **You must complete all assignments to pass the course.** If you are having trouble meeting deadlines, you must speak with me as soon as possible. *Simply not turning in assignments will result in an F for the course.*

University Policies

Please follow this link to a document with university policies for academic integrity, disability services, etc. **Must Log in using your university ID to access this page.**

Link to University Policies

²Easter Break March 28-31
Reading Schedule

This section corresponds to the modules in the content portion of D2L. Links to readings will be posted in each module. You should read each week’s readings no later than Tuesday of the week so that you can respond to discussion threads and write good response papers.

Module 1 - Introduction to HUMINT
Total Pages: 28

Module 2 - Human Intelligence Infrastructure
FM 2-22.3 Chapters 1-2
Total Pages: 52

Module 3 - Planning and Preparation
FM 2-22.3 Chapters 4, 6-7
Total Pages: 57

Module 4 - Acquisition
FM 2-22.3 Chapters 8-9, 11
Total Pages: 48

Module 5 - Human Intelligence in Different Contexts (2 Weeks)
Buckley Chapters 1-5
Total Pages: 264

Module 6 - Reporting
FM 2-22.3 Chapter 10 Buckley Chapter 6
Total Pages: 40
Module 7 - Interrogation
FM 34-52 Chapters 1-3
Total Pages: 75

Module 8 - Document Exploitation (DOCEX)
FM 34-52 Chapter 4
Total Pages: 24

Module 9 - The Moral Dimension (2 Weeks)
Total Pages: 226

Module 10 - Final Project
Students will do independent reading and re-reading during this module.