

POL225 – Introduction to Intelligence Studies

(3 credit hours)

Course Syllabus

Course Description

This course introduces the basic structure of the intelligence community and the role of intelligence in maintaining national security. Students will become familiar with the history and evolution of intelligence and the intelligence process. They will be introduced to the laws and directives that guide the intelligence community and the ethical considerations inherent in the field.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Explain the different parts of the Intelligence Process.
2. Identify all the members of the U.S. Intelligence Community (IC).
3. Understand the role of the U.S. Congress in oversight and accountability of intelligence.
4. Discuss ethical issues associated with the gathering and use of intelligence

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Lowenthal, M. (2020) *Intelligence: From secrets to policy* (8th Ed.). CQ Press.
ISBN: 978-1544325064

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our

accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

In this course, you will be graded on three kinds of activities that will measure your ability to achieve the weekly learning goals. These activities include two forums each week, three essay quizzes that will require you to provide an in-depth analysis and conclusion, and a Final Paper you will build over an intelligence topic throughout the course. Your Final Paper will culminate in a finished intelligence product during the final week. These activities and your readings align with the weekly learning goals. By the end of the course, you will be able to describe the U.S. Intelligence Community, the intelligence process, and oversight as well as explain accountability of intelligence and ethical issues associated with the gathering and use of intelligence.

Since the intelligence profession is highly reliant upon researching, writing, analyzing, and being able to think outside the box, additional emphasis is placed on the essay quizzes and the Final Paper, as seen in the grading rubric below. Your Final Paper and essay quizzes will use a template that is a compilation of various intelligence product templates. You will use an endnote citation template. All templates (Essay Quiz Template, Final Paper Template, and Intelligence Source Citation Reference) are located in the course documents section on the course homepage. Before submitting your essays and completing the various Final Paper activities, ensure you use the Holistic Grading Assistance Guide to aid you in producing the highest quality of product. This guide will let you know what is expected of you for the determining your grade.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. For this course, students will complete an assignment that incorporates the intelligence cycle as a major component of the assignment. The assignment may be combined with other intelligence studies foci.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion 1	30	30	30	30	30	30	60	240
Discussion 2	30	30	30	30	30	30	-	180
Final Paper	10	60	-	60	-	150	-	280
Essay Quiz	75	-	75	-	75	-	75	300
Total	145	120	135	120	135	210	135	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 1: Intelligence and its Foundation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 1.1 (Forum): Meet Your Peers – Initial Post <input type="checkbox"/> WED: Activity 1.2 (Forum): The Distinction between Intelligence and Information – Initial Post <input type="checkbox"/> WED: Activity 1.3 (Forum): Key Laws and Orders for the U.S. Intelligence Community – Initial Post <input type="checkbox"/> SAT: Activity 1.1 (Forum): Meet Your Peers – Response Posts <input type="checkbox"/> SAT: Activity 1.2 (Forum): The Distinction between Intelligence and Information – Response Posts <input type="checkbox"/> SAT: Activity 1.3 (Forum): Key Laws and Orders for the U.S. Intelligence Community – Response Posts <input type="checkbox"/> SUN: Activity 1.4: Essay Quiz on Major Themes of the U.S. Intelligence Community <input type="checkbox"/> SUN: Activity 1.5: Topic Selection for Final Paper
<p>Week 2: The United States Intelligence Community, Part I</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1 (Forum): The Effect of Congressional Legal Acts on the U.S. Intelligence Community – Initial Post <input type="checkbox"/> WED: Activity 2.2 (Forum): U.S. Intelligence Community Overview and Members – Initial Post <input type="checkbox"/> SAT: Activity 2.1 (Forum): The Effect of Congressional Legal Acts on the U.S. Intelligence Community – Response Posts <input type="checkbox"/> SAT: Activity 2.2 (Forum): U.S. Intelligence Community Overview and Members – Response Posts <input type="checkbox"/> SUN: Activity 2.3: Cover Page & Introduction of Final Paper
<p>Week 3: The United States Intelligence Community, Part II</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1 (Forum): Director of National Intelligence and Undersecretary of Intelligence Roles – Initial Post <input type="checkbox"/> WED: Activity 3.2 (Forum): Director Positions' Influence on Intelligence Agencies – Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<ul style="list-style-type: none"> <input type="checkbox"/> SAT: Activity 3.1 (Forum): Director of National Intelligence and Undersecretary of Intelligence Roles – Response Posts <input type="checkbox"/> SAT: Activity 3.2 (Forum): Director Positions’ Influence on Intelligence Agencies – Response Posts <input type="checkbox"/> SUN: Activity 3.3: Essay Quiz - Budgetary View of the Intelligence Community
<p style="text-align: center;">Week 4: Intelligence Cycle</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1 (Forum): Steps of the Intelligence Process – Initial Post <input type="checkbox"/> WED: Activity 4.2 (Forum): Intelligence Requirements and Missing Guidance – Initial Post <input type="checkbox"/> SAT: Activity 4.1 (Forum): Steps of the Intelligence Process – Response Posts <input type="checkbox"/> SAT: Activity 4.2 (Forum): Intelligence Requirements and Missing Guidance – Response Posts <input type="checkbox"/> SUN: Activity 4.3: Final Paper: Research & Analysis Section
<p style="text-align: center;">Week 5: U.S. Intelligence Oversight</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1 (Forum): Intelligence Oversight and its Importance – Initial Post <input type="checkbox"/> WED: Activity 5.2 (Forum): Intelligence Oversight Advisory Boards – Initial Post <input type="checkbox"/> SAT: Activity 5.1 (Forum): Intelligence Oversight and its Importance – Response Posts <input type="checkbox"/> SAT: Activity 5.2 (Forum): Intelligence Oversight Advisory Boards – Response Posts <input type="checkbox"/> SUN: Activity 5.3: Essay Quiz - Congressional Oversight Issues of the U.S. Intelligence Community
<p style="text-align: center;">Week 6: Ethical and Moral Issues in Intelligence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1 (Forum): Moral Issues with the Use of Intelligence – Initial Post <input type="checkbox"/> WED: Activity 6.2 (Forum): Ethical Issues with the use of Intelligence – Initial Post <input type="checkbox"/> SAT: Activity 6.1 (Forum): Moral Issues with the Use of Intelligence – Response Posts

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<input type="checkbox"/> SAT: Activity 6.2 (Forum): Ethical Issues with the use of Intelligence – Response Posts <input type="checkbox"/> SUN: Activity 6.3: Final Paper
Week 7: Intelligence Fundamentals Feedback	<input type="checkbox"/> WED: Activity 7.1 (Forum): Most and Least Important Aspect of Intelligence – Initial Post <input type="checkbox"/> SAT: Activity 7.1 (Forum): Most and Least Important Aspect of Intelligence – Response Posts <input type="checkbox"/> SUN: Activity 7.2: Essay Quiz - Intelligence Process Most Important Aspect <input type="checkbox"/> SUN: Key Assessment: Submit Activity 7.2 to your Taskstream Assignment Drop Box, too.

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.

- Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact Juliene Huston, Coordinator for Disability Services at hustonjr@tiffin.edu or 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. Contact Ashley Vaughn, Assistant Director for Online Advising & School Certifying Official at 419-448-3340 or at vaughna@tiffin.edu. Veteran and Military Resource Center can be found at <http://www.tiffin.edu/va>.

Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.