

## **POL341 Covert Action and Intelligence (3 credit hours) Syllabus**

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### **Course Description**

Intelligence analysis is said to be the function of developing meaning from incomplete information. This course is a study of the relationships between intelligence and security and will consist of three primary elements. First, a history of how U.S. intelligence has evolved will be provided. This segment will include an assessment of some of our most spectacular strategic intelligence failures such as Pearl Harbor, Korea, 9/11/01, and why they occurred. A second element will include how intelligence requirements such as collection, collation, analysis, and dissemination all fit together. There will be an emphasis on the importance of interpretation of current events to forecast future actions. Thirdly, there will be an assessment and discussion about how the intelligence community is currently put together and what can be done to make it better. Students will develop their intelligence analysis skills through application problems and scenarios.

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### **Course Learning Outcomes (CLOs)**

By the end of this course, the student will be able to do the following:

1. Assess the theoretical effectiveness of intelligence and covert action with regard to analyzing governmental structure and national security policy.
  2. Identify geographic location of nation/states.
  3. Define the U.S. Intelligence community.
  4. List the different kinds of intelligence and how it is gathered.
  5. Demonstrate a comprehension of the history and structure of U.S. intelligence.
  6. Identify and explain the intelligence cycle.
  7. Appraise ethical and moral issues in intelligence.
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### **Course Topics**

Defining intelligence and the intelligence process  
The Development of Intelligence  
The evolution of the U.S. Intelligence Community  
The Intelligence Process  
Intelligence Collection  
Analysis  
Counterintelligence  
Covert Action  
Policy Making  
Oversight  
Nation-States  
Transnational Issues

### Course Prerequisites/Corequisites

Note all pre- and corequisites.

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### Required Textbook(s) and Resources

These are the materials you will need to purchase for the course:

Lowenthal, M.M. (2017). Intelligence: From secrets to policy. 7th edition. CQ Press.  
ISBN: 9781506342566

Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the Tiffin University library to locate resources and writing tips. A link is also provided in the Course Home area.

- Link (website): [Tiffin University Library](#)

Register for a library webinar on library research, source evaluation, copyright, and other topics. (Note: If you register but cannot attend the live session, a recording of the session will be sent to you via email after the event.)

- Link (website): [Library Events - Upcoming Events](#)

Contact the librarian for assistance:

- Link (email): [library@tiffin.edu](mailto:library@tiffin.edu)
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### Minimum Student Technology Requirements

In order to have a quality learning experience in your online courses, the University requires that your primary computer (the computer used to access course materials and on which you will be required to install course-specific software) meets or exceeds certain specifications. Click on the following link to view the specifications:

- Link (website): [PC Recommendations](#)
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### Time Management

Time management is an important part of academic success. Please refer to the approximate (average) times noted below for readings and assignments to help plan your time accordingly.

### Course Content

Please refer to individual activities for assessment guidelines.

| WEEK 1               |   |                |
|----------------------|---|----------------|
| <b>Course Topics</b> | Defining intelligence and the intelligence process<br>The Development of Intelligence |                |
| <b>Read/Review</b>   |   | <b>Approx.</b> |

|  |  |            | <b>Time</b>         |
|--|--|------------|---------------------|
| <b>Textbook, Lectures, and Other Resources</b>                             | Textbook: Chapter 1, 2<br>Lecture<br>Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. |            | 3 hrs.<br>0.5 hrs.  |
| <b>Activity Type</b>   | <b>Course Learning Outcomes</b>  | <b>Due</b> | <b>Approx. Time</b> |
| Introductory Discussion: Initial Post                                      | CLO(s): n/a  | Monday     | 1 hrs.              |
| Discussion 1: Initial Post   | CLO(s): 6  | Wednesday  | 2 hrs.              |
| Discussion 2: Initial Post   | CLO(s): 7  | Wednesday  | 2 hrs.              |
| All Discussions: Secondary Posts   | CLO(s): as noted   | Saturday   | 2 hrs.              |
| Discussion: Secondary Posts  | CLO(s): as noted   | Saturday   | 2 hrs.              |
| Assignment: Essay  | CLO(s): 6  | Sunday     | 4.5 hrs.            |
| <b>Approximate Weekly Time on Task (includes resources and activities)</b> |  |            | <b>16 hrs.</b>      |

| <b>WEEK 2</b>  |   |            |                     |
|--|---|------------|---------------------|
| <b>Course Topics</b>   | The Evolution of the U.S. Intelligence Community<br>The Intelligence Process  |            |                     |
| <b>Read/Review</b>   |   |            | <b>Approx. Time</b> |
| <b>Textbook, Lectures, and Other Resources</b>                             | Textbook: Chapter 3, 4<br>Lecture 1, 2<br>Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. |            | 3 hrs.<br>0.5 hrs.  |
| <b>Activity Type</b>   | <b>Course Learning Outcomes</b>   | <b>Due</b> | <b>Approx. Time</b> |
| Discussion 1: Initial Post   | CLO(s): 1, 2, 5   | Wednesday  | 2 hrs.              |
| Discussion 2: Initial Post   | CLO(s): 1, 3, 5   | Saturday   | 2 hrs.              |
| Discussion: Secondary Posts  | CLO(s): as noted  | Saturday   | 2 hrs.              |
| Assignment: Essay  | CLO(s): 1, 2, 3, 4, 5   | Sunday     | 5 hrs.              |
| <b>Approximate Weekly Time on Task (includes resources and activities)</b> |   |            | <b>14.5 hrs.</b>    |

| <b>WEEK 3</b>  |  |            |                     |
|--|--|------------|---------------------|
| <b>Course Topics</b>   | Intelligence Collection<br>Analysis  |            |                     |
| <b>Read/Review</b>   |  |            | <b>Approx. Time</b> |
| <b>Textbook, Lectures, and Other Resources</b>                             | Textbook: Chapter 5, 6<br>Lecture 1, 2, 3<br>Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. |            | 3 hrs.<br>1 hrs.    |
| <b>Activity Type</b>   | <b>Course Learning Outcomes</b>  | <b>Due</b> | <b>Approx. Time</b> |
| Discussion 1: Initial Post   | CLO(s): 1, 5   | Wednesday  | 2 hrs.              |
| Discussion 2: Initial Post   | CLO(s): 1, 3, 4, 5   | Wednesday  | 2 hrs.              |
| Discussion: Secondary Posts  | CLO(s): as noted   | Saturday   | 2 hrs.              |
| Assignment: Essay  | CLO(s): 1, 4, 5  | Sunday     | 5 hrs.              |
| <b>Approximate Weekly Time on Task (includes resources and activities)</b> |  |            | <b>15 hrs.</b>      |

| <b>WEEK 4</b>                        |   |  |                     |
|--------------------------------------|---|--|---------------------|
| <b>Course Topics</b>                 | Counterintelligence<br>Covert Action  |  |                     |
| <b>Read/Review</b>                   |   |  | <b>Approx. Time</b> |
| <b>Textbook, Lectures, and Other</b> | Textbook: Chapter 7, 8<br>Lecture 1, 2<br>Some lectures/activities may contain additional resources. See individual |  | 3 hrs.<br>0.5 hrs.  |

|  |   |            |                     |
|--|---|------------|---------------------|
| <b>Resources</b>   | lectures/activities for those requirements. |            |                     |
| <b>Activity Type</b>   | <b>Course Learning Outcomes</b>             | <b>Due</b> | <b>Approx. Time</b> |
| Discussion 1: Initial Post   | CLO(s): 1, 5                                | Wednesday  | 2 hrs.              |
| Discussion 2: Initial Post   | CLO(s): 1, 5                                | Wednesday  | 2 hrs.              |
| Discussion: Secondary Posts  | CLO(s): as noted                            | Saturday   | 2 hrs.              |
| Assignment: Presentation   | CLO(s): 1, 5                                | Sunday     | 4 hrs.              |
| Week 7 Paper Introduction  | CLO(s): 1, 2, 3, 4, 5, 6, 7                 | n/a        | 2 hrs.              |
| <b>Approximate Weekly Time on Task (includes resources and activities)</b> |   |            | <b>15.5 hrs.</b>    |

| WEEK 5   |   |            |                     |
|--|---|------------|---------------------|
| <b>Course Topics</b>   | Policy Making Oversight   |            |                     |
| <b>Read/Review</b>   |   |            | <b>Approx. Time</b> |
| <b>Textbook, Lectures, and Other Resources</b>                             | Textbook: Chapter 9, 10<br>Lecture<br>Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. |            | 3 hrs.<br>0.5 hrs.  |
| <b>Activity Type</b>   | <b>Course Learning Outcomes</b>   | <b>Due</b> | <b>Approx. Time</b> |
| Discussion 1: Initial Post   | CLO(s): 3, 4, 6   | Wednesday  | 2 hrs.              |
| Discussion 2: Initial Post   | CLO(s): 3, 4, 6   | Wednesday  | 2 hrs.              |
| Discussion: Secondary Posts  | CLO(s): as noted  | Saturday   | 2 hrs.              |
| Assignment: Essay  | CLO(s): 3, 4, 6   | Sunday     | 5 hrs.              |
| Week 7 Paper Preparation   | CLO(s): 1, 2, 3, 4, 5, 6, 7   | n/a        | 2 hrs.              |
| <b>Approximate Weekly Time on Task (includes resources and activities)</b> |   |            | <b>16.5 hrs.</b>    |

| WEEK 6   |  |            |                     |
|--|--|------------|---------------------|
| <b>Course Topics</b>   | Nation-States Transnational Issues   |            |                     |
| <b>Read/Review</b>   |  |            | <b>Approx. Time</b> |
| <b>Textbook, Lectures, and Other Resources</b>                             | Textbook: Chapter 11, 12<br>Lecture<br>Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. |            | 3 hrs.<br>0.5 hrs.  |
| <b>Activity Type</b>   | <b>Course Learning Outcomes</b>  | <b>Due</b> | <b>Approx. Time</b> |
| Discussion 1: Initial Post   | CLO(s): 1, 4   | Wednesday  | 2 hrs.              |
| Discussion 2: Initial Post   | CLO(s): 1, 4   | Wednesday  | 2 hrs.              |
| Discussion: Secondary Posts  | CLO(s): as noted   | Saturday   | 2 hrs.              |
| Assignment: Essay  | CLO(s): 1, 2, 3, 4, 5  | Sunday     | 5 hrs.              |
| Week 7 Paper Preparation   | CLO(s): 1, 2, 3, 4, 5, 6, 7  | n/a        | 2 hrs.              |
| <b>Approximate Weekly Time on Task (includes resources and activities)</b> |  |            | <b>16.5 hrs.</b>    |

| WEEK 7   |  |            |                     |
|--|--|------------|---------------------|
| <b>Course Topics</b>                           | Ethical and Moral Issues Intelligence Reform   |            |                     |
| <b>Read/Review</b>                             |  |            | <b>Approx. Time</b> |
| <b>Textbook, Lectures, and Other Resources</b> | Textbook: Chapter 13, 14<br>Lecture<br>Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. |            | 3 hrs.<br>0.5 hrs.  |
| <b>Activity Type</b>                           | <b>Course Learning Outcomes</b>  | <b>Due</b> | <b>Approx. Time</b> |

|  |                             |           |                   |
|--|-----------------------------|-----------|-------------------|
| Discussion: Initial Post   | CLO(s): 1, 5, 7             | Wednesday | 2 hrs.            |
| Discussion: Secondary Posts  | CLO(s): as noted            | Saturday  | 2 hrs.            |
| Assignment: Final Paper  | CLO(s): 1, 2, 3, 4, 5, 6, 7 | Sunday    | 9 hrs.            |
| <b>Approximate Weekly Time on Task (includes resources and activities)</b> |                             |           | <b>16.5 hrs.</b>  |
| <b>Approximate Time on Task for Entire Course</b>                          |                             |           | <b>110.5 hrs.</b> |

## Grading Structure

| Activity                | Week 1     | Week 2     | Week 3     | Week 4     | Week 5     | Week 6     | Week 7     | Total      |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Introductory Discussion | n/a        |            |            |            |            |            |            | 0          |
| Discussion 1            | 15         | 15         | 15         | 15         | 15         | 15         | 30         | 120        |
| Discussion 2            | 15         | 15         | 15         | 15         | 15         | 15         |            | 90         |
| Assignment              | 100        | 100        | 100        | 100        | 100        | 100        |            | 600        |
| Final Paper             |            |            |            |            |            |            | 150        | 150        |
| <b>Total</b>            | <b>130</b> | <b>130</b> | <b>130</b> | <b>130</b> | <b>130</b> | <b>130</b> | <b>180</b> | <b>960</b> |

| Activity Categories | Percentage of Total Points |
|---------------------|----------------------------|
| Discussions         | 21%                        |
| Assignments         | 74%                        |
| Final Paper         | 5%                         |
| <b>Total</b>        | <b>100%</b>                |

| 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.

## FERPA

The Family Educational Rights and Privacy Act (FERPA) protects student information. Other than directory information, such as name, address, phone number, etc., students must give consent for individuals to gain access to a student's educational record, including grades, transcripts, and behavior reports (unless the student is under the age of 18). Students also have the right to review their educational records. For a more detailed explanation, please see the Student Handbook.

## Office for Student Accessibility Services

Please refer to your Moodle Home page for Office for Student Accessibility Services contact information to coordinate reasonable accommodations for students with documented disabilities.

## Veterans

Please refer to your Moodle Home page for services for veterans, service members, and their families.

**Moodle and Non-Moodle Technical Support**

Blackboard Student Services will provide 24x7 Moodle helpdesk support for all Tiffin University students and faculty. Locate contact information for Blackboard Student Services (Moodle-related issues) and for Tiffin University ITS helpdesk (non-Moodle related issues) on your Moodle Home page.

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This syllabus is subject to change at the discretion of the University.