



## Gifted LearningLinks Program

### Course Syllabus

“Those who would give up *essential Liberty*, to purchase a little *temporary Safety*, DESERVE neither Liberty nor Safety.”

--Ben Franklin, *An Historical Review of the Constitution and Government of Pennsylvania*, 289

**Course Title:** Covert Action: An Overview of the U.S. Intelligence Community

**Session Date:** 2010-2011, monthly start dates

**Instructor:** Ginger Seip-Nuño

**Email:** xxx@xxx.xxx

#### Course Description

Formed to protect our Nation's security, U.S. intelligence is a community of agencies and organizations that collects, analyzes, and distributes information in response to government leaders' questions and needs. Through this course, students delve into the history and development of intelligence in our country, taking a critical look at the structures, actions, failures and challenges of this facet of government. Join us as we try to unveil the mystique behind the intelligence community through a deeper understanding of its inner workings.

#### Course Warning

There is really only one rule in this class: You are **never to use any leaked classified documents for research purposes or to support your argument in this course.** The use of these documents will result in a failing grade for that unit's assignments. There are several websites that have published leaked United States classified documents (most notably *Wikileaks.org*). I personally believe this to be a very dangerous activity which places military and civilian lives at risk. The Freedom of Information Act (FOIA) is a greater, and legal, resource for vetted government documents. Please use these FOIA reading rooms. More information on FOIA can be found at "[The Federal Open Government.](http://www.rcfp.org/fogg/index.php?i=pt1)" (<http://www.rcfp.org/fogg/index.php?i=pt1>)

#### Instructor Bio

Ginger Seip-Nuño has a BA in English, MS in International Relations, MA in English, and a certificate in Intelligence Analytics. She has taught at universities and colleges and the Johns Hopkins Center for Talented Youth. This is her first year with GLL.

## Outcomes

Upon successful completion of this course, students will:

- a. Understand the history, structure, and accountability associated with the United States intelligence community
- b. Be able to analyze the reasons that lead to specific intelligence failures
- c. Be able to articulate the current challenges facing the intelligence community

## Course Construction

Remember this course is a facilitated independent study course. I do put some of the readings in context if needed or add a different perspective than those assigned. The bulk of your “learning,” however, will be through the readings and the discourse on the discussion board where you will be able to thoroughly engage the material, ask questions, and share your knowledge with the rest of the class. How much you learn from this course is up to you.

## Student Evaluation and Grading Policies (Credit Courses Only)

### 1 Short Response Paper: (10 pts) 10 % of overall grade

You will be asked to write a short paper (1-2 pages or 300-600 words) on your response to a prompt that can be found on the left menu bar under: “Response Paper Prompt.” The response paper is due at the end of Unit 2.

### 14 Discussion Board Posts: (5 pts each) 70% of overall grade

Within each Unit, there are multiple sections broken down into weeks for your convenience; each week’s section ends with a header: “Up For Discussion,” which includes a series of questions or concerns for the student to consider. These questions are open-ended discussion topics geared toward class participation. There will be several, so please choose **one** question to answer. Your response to this question must be **at least** two healthy paragraphs long—a healthy paragraph being at least 8 sentences. Feel free to write as much as you need to answer the question to your satisfaction. These questions are meant to fuel debate and interaction not only me, but with your classmates as well, so **please** check to see if anyone has commented on your post and respond if needed.

### Final Presentations: (20 pts.) 20% of overall grade

You will have two choices for your final project. These presentations will be done in PowerPoint and posted in the final week of your course. The expectations for the final presentation can be found to under the left menu tab: “Final Presentation Instructions.”

## Due Dates

All Unit work is due at the end of the Unit. Late work will be docked one point for each ensuing week it is late. Please see the left menu tab “Due Dates” for a breakdown on due dates corresponding to your start date for this course.

## Grading Scale

<b>A+</b> 97-100	<b>B+</b> 87-89	<b>C+</b> 77-79	<b>D+</b> 67-69	<b>F</b> Below 60
<b>A</b> 93-96	<b>B</b> 83-86	<b>C</b> 73-76	<b>D</b> 63-66	
<b>A-</b> 90-92	<b>B-</b> 80-82	<b>C-</b> 70-72	<b>D-</b> 60-62	

## Final Evaluation

Students receive a final evaluation upon completion of the course. An interim progress reports are emailed when a student is earning a grade of C or below.

## Resources and Materials

Shulsky, Abram N. and Gary Schmitt. Silent Warfare: Understanding the World of Intelligence. Washington DC: Potomac Books, Inc.2002. ISBN-10: 1574883453 ISBN-13: 978-1574883459

You must download a copy of iTunes for this course, but all assigned podcasts are free.

All other articles are available via open source through and internet connection.

## Course Readings / Suggested 18 Week Schedule

SW: *Silent Warfare: Understanding the World of Intelligence*

SC: "SpyCast" found in iTunes

FNR: Podcast found in iTunes

### Unit 1: Introduction and Brief History of US Intelligence (Week 1-2)

	Topic	Readings	Due
Week 1	Introductions	Subscribe to NightWatch and download iTunes	Intros
Week 2	What is Intelligence	SW: Chapter 1 "United States Intelligence, History" <a href="http://www.answers.com/topic/united-states-intelligence-history">http://www.answers.com/topic/united-states-intelligence-history</a>	Post #1

### Unit 2: The Intelligence Cycle (Week 3-8)

	Topic	Readings	Due
Week 3	Intelligence Law	"Major Intelligence Related Statues" <a href="http://intelligence.senate.gov/statutes.htm">http://intelligence.senate.gov/statutes.htm</a> "Your Right to Know" <a href="http://www.whatisfoia.org/">http://www.whatisfoia.org/</a>	Post #2
Week 4	Overview of Intelligence Community	"An Overview of the Intelligence Community" <a href="http://www.gpoaccess.gov/int/int023.pdf">http://www.gpoaccess.gov/int/int023.pdf</a> SC: "June 1, 2009: Inside the National Security Agency"	Post #3
Week 5	Collections: Types of intelligence	SW: Chapter 2	Post #4
Week 6	Intelligence Analytics	SW: Chapter 3	Post #5
Week 7	Covert Action and	SW: Chapter 4 and 5 SC: "February 17, 2010: Cyber Security and Covert Action"	Post #6

	Counter Intelligence	<b>FNR: “The World of Espionage and Counterintelligence: Part I &amp; II”</b> <b>“US Iranian Covert Action”</b> <a href="http://www.youtube.com/watch?v=A9Mr9OjuQHY&amp;feature=fvst">http://www.youtube.com/watch?v=A9Mr9OjuQHY&amp;feature=fvst</a> <b>“Plugging the Leaks”</b> <a href="http://www.washingtonian.com/print/articles/6/0/16336.html">http://www.washingtonian.com/print/articles/6/0/16336.html</a>	
<b>Week 8</b>	Intelligence Paper		Response Paper

### Unit 3: The Consumers of Intelligence (Week 9-10 )

	Topic	Readings	Due
<b>Week 9</b>	Consumers of Intelligence	<b>SW: Chapter 6</b> <b>“Policymakers and the Intelligence Community Supporting US Foreign Policy in the Post-9/11 World”</b> <a href="https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no3/article01.html">https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no3/article01.html</a>	Post #7
<b>Week 10</b>	From Intelligence to Policy	<b>“U.S. Intelligence and Policymaking: The Iraq Experience”</b> <a href="http://www.fas.org/sgp/crs/intel/RS21696.pdf">http://www.fas.org/sgp/crs/intel/RS21696.pdf</a> <b>SC: “February 1, 2008: Intelligence and the WMD Fiasco”</b> <b>SC: “March 5, 2008: Intelligence and the WMD Fiasco – Part II”</b>	Post #8

### Unit 4: Intelligence Failures and Challenges (Week 11-14)

	Topic	Readings	Due
<b>Week 11</b>	Pearl Harbor		Post #9
<b>Week 12</b>	Bay of Pigs		Post #10
<b>Week 13</b>	Modern Intelligence Challenges	<b>SC: “November 1, 2007: Intelligence and the Middle East”</b> <b>SC: “January 8, 2010: The Terrorist Challenge”</b> <b>SC: “November 1, 2009: Cyber Threats: Challenges and Solutions”</b>	Post #11
<b>Week 14</b>	Intelligence and the Internet	NW: July 25, 2010 -- look for heading <b>“WikiLeaks, The New York Times, The Guardian and Der Spiegel on Afghanistan: Special comment.”</b> <b>“The WikiLeaks story and criminal liability under the espionage laws”</b> <a href="http://blogs.reuters.com/great-debate/2010/08/26/the-wikileaks-story-and-criminal-liability-under-the-espionage-laws/">http://blogs.reuters.com/great-debate/2010/08/26/the-wikileaks-story-and-criminal-liability-under-the-espionage-laws/</a>	Post #12

### Unit 5: Intelligence Accountability (Week 15-16)

	Topic	Readings	Due
<b>Week 15</b>	Intelligence Reform	<b>“CRS: Proposals for Intelligence Reorganization, 1949-2004”</b> <a href="http://www.fas.org/irp/crs/RL32500.pdf">http://www.fas.org/irp/crs/RL32500.pdf</a>	Post #13
<b>Week 16</b>	External and Internal Oversight	<b>“April 19, 2010: Evolution of Government Surveillance Programs”</b> <b>“U.S. Intelligence Oversight: Is Congress the Problem?”</b> <a href="http://www.youtube.com/watch?v=vTAMEcgUHBg">http://www.youtube.com/watch?v=vTAMEcgUHBg</a>	Post #14

### Unit 6: Final Presentations (Week 17-18)

<b>Weeks 17 -18</b>	Final Presentations are to Be Posted No Later than the last day of your Session.
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## Third Party Websites

*While a staff member (which includes but is not limited to instructors, teaching assistants, residential staff, office staff) may use or refer students to third-party web sites for instructional purposes, s/he is required to review thoroughly any such web sites for inappropriate content before referencing them. This includes clicking on all links contained in any such web site, reviewing the materials contained on every page within a web site, and ensuring that the web site does not provide links to other inappropriate web sites. If there is any doubt about whether something is appropriate, a staff member is instructed to err on the side of caution and not use the web site or check with a CTD supervisor. If a referenced third-party web site is later determined to contain inappropriate content, the staff member may be subject to discipline.*

## Student Evaluation and Grading Policies

Honors Elective students will receive a final evaluation and transcript when the course is complete. Students who are struggling (grade of C or below) may receive an interim progress report.

Final evaluations and transcripts are mailed to the student and the home school, if so designated.

## Course Requirements

- All Gifted LearningLinks (GLL) courses require a properly-maintained computer with broadband Internet access, a recent-version web browser (such as Explorer 6 or 7, Firefox, or Safari), and a stable email account. Please don't change your email once you have registered for a course, because difficulties in communication will greatly affect your success in the course!
- All GLL courses use the Blackboard Course Management System. Web browsers must be Java- and cookie-enabled.
- Please check your email and the Blackboard Classroom 3—4 times a week!
- You are expected to be familiar with standard computer operations (e.g., login, cut & paste, email attachments) and to acquaint themselves with the Blackboard Course Management System and Acrobat Connect (formerly called Breeze) software prior to the start of class. Tutorials for using the software are in the Blackboard Classroom in the GLL Tutorials link.
- In order to be successful in an online course, you need the following skills:
  - self-direction
  - independent time management
  - ability to meet deadlines

## Intellectual Ownership, Academic Honesty, & Netiquette

The Gifted LearningLinks online course environment is offered as a virtual space where students and professionals may meet, communicate, and collaborate. Participants are expected to behave as they would in the workplace or in a face-to-face classroom, following online rules of etiquette (netiquette). Students are expected to act with honesty and personal integrity in all of their academic work and social interactions. This applies to all academic exercises including assignments, papers, labs, and assessments. See the CTD Web site for specific details:

<http://www.ctd.northwestern.edu/gll/program/academics/expectations/>

## Academic and Performance Expectations

Gifted LearningLinks courses are intended for highly motivated, independent learners.

- While instructors initiate contact with students, it is each student's responsibility to contact the instructor with questions and concerns.
- While online programming provides students with the flexibility to schedule study time around their other academic and personal commitments, GLL students must be able to:
  - Devote the appropriate amount of time per week to study for their courses (see above chart)
  - Plan ahead and meet all assignment and test deadlines as set out in the course syllabus.
- Unless prior arrangements have been made with the instructor, students are expected to follow the course syllabus and meet all course requirements outlined therein.

Performance issues will be resolved in the following ways:

- Instructor and student will confer
- Instructor will contact the parent(s)/guardian(s)
- Gifted LearningLinks staff will arrange a conference with the student, parent(s)/guardian(s) and instructor.

Chronic performance problems unresolved by the above measures may warrant dismissal from the program. If CTD dismisses a student from a Gifted LearningLinks course, CTD will enter a grade of "X" for that course on the student's transcript.