# POS 4407 - THE INTELLIGENCE COMMUNITY

**Section:** 0W60

*College of Sciences*

School of Politics, Security, and Intl Affairs

## Course Information

**Term:** Fall 2024
**Class Meeting Location:**
**Modality:** WW
**Credit Hours:** 3.00

## Instructor Information

Sandor Fabian
**Office Location:** Online
**Office Hours:**
by appointment only via Web platforms
**Email:** Sandor.Fabian@ucf.edu

## Course Description

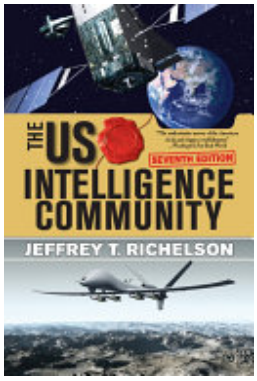
POS 4407 COS-POL SCI 3(3,0)The Intelligence Community: PR: ENC 1102 or POS 2041 or C.I. The intelligence community structure in its relationship to foreign policy decision making, consideration of control and reliability questions, and issues of cooperation and coordination.

## Student Learning Outcomes

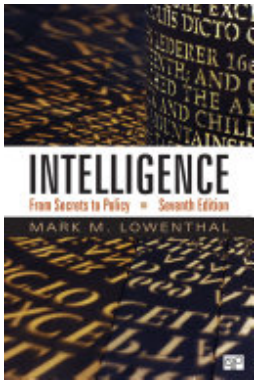
The goal for this semester is to gain a deeper understanding of the US IC, address the nature of intelligence and the various elements involved in it, including the intelligence cycle itself, by examining the different sources of intelligence and the importance of each.

1. Understand the challenges associated with the definition of intelligence.
2. Examine the origins and development of US intelligence.
3. Understand the different elements of the intelligence process/cycle.
4. Identify the different organizations of the US IC and their role.
5. Review the key intelligence products.
6. Understand the nation-state and transnational intelligence agenda
7. Review the oversight and accountability considerations associated with US IC.

## Course Materials and Resources




**The U.S. Intelligence Community**
**ISBN:** 9780429973956
**Authors:** Jeffrey T Richelson
**Publisher:** Routledge
**Publication Date:** 2018-05-04




**Intelligence**
**ISBN:** 9781506361277
**Authors:** Mark M. Lowenthal
**Publisher:** CQ Press
**Publication Date:** 2016-09-29

## Course Assessment and Grading Procedure

| Assessment | Percent of Final Grade |
|---|---|
| Graded Discussions | 30% (300 points) |
| Quiz#1 | 20% (200 points) |
| Quiz#2 | 20% (200 points) |
| Quiz#3 | 20% (200 points) |
| Individual Presentations | 10% (100 points) |
| Total: | 100% (1000 points) |

## Assignment Schedule

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| 8/23 | Academic Engagement Activity - Course Interest | Assignment | 10 |
| 8/30 | Defining Intelligence Discussion | Discussion | 30 |
| 9/6 | Development of US Intelligence and the Intelligence Process/Cycle Discussion | Discussion | 30 |

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| 9/13 | The US Intelligence Community Basics Discussion | Discussion | 30 |
| 9/20 | Quiz#1 - 200 points | Quiz | 200 |
| 9/27 | Key Intelligence Products Discussion | Discussion | 30 |
| 10/4 | Defense Department Intelligence | Discussion | 30 |
| 10/11 | Civilian Departmental Intelligence Organizations | Discussion | 30 |
| 10/18 | Quiz#2 - 200 points | Quiz | 200 |
| 10/25 | Unified Command Intelligence Organizations | Discussion | 30 |
| 11/1 | The Intelligence Agenda: Nation-states and Transnational issues Discussion | Discussion | 30 |
| 11/8 | Oversight and Accountability Discussion | Discussion | 30 |
| 11/15 | Quiz#3 - 200 Points | Quiz | 200 |
| 11/22 | Intelligence Reform and Issues | Discussion | 30 |
| 12/2 | NARRATED Individual Presentation | Assignment | 100 |

## Grading Scale

| Letter Grade | Percentage |
|---|---|
| A | 94-100% |
| A- | 90-93% |
| B+ | 87-89% |
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |
| D+ | 67-69% |
| D | 64-66% |
| D- | 61-63% |
| F | 0-60% |

## Policies for Course Grade

**Graded weekly discussions will be worth 30 points per week. Discussion grade rubric is posted under Module#1 in Webcourses.**

**All Quizzes will be multiple choice and true/false questions (20 questions each) based on the assigned readings/videos/website contents. I will post a list of potential quiz questions one week before the quiz is due.**

**Individual presentation will be a narrated power point presentation of a topic chosen by the individual student. Presentation requirements are listed under Module#1 in Webcourses.**

**Requirements are subject to change depending on logistics.**

**Grade Dissemination**: Graded materials in this course will be returned individually only by request. Grades will be posted in Webcourses.

**Late Work Policy**:

There are no make-ups for any graded assessments. Discussion posts and Quizzes cannot be submitted late beyond the final deadline. Individual presentation turned in late will be assessed a penalty: a full letter grade per day late. Additionally, it will not be accepted if overdue by more than three calendar days. That said: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

**Grades of "Incomplete"**:

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Attendance Policy**: This is an online course. Participation in graded discussions and completion of class assignments are required to pass this course. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

## Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course

barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Diversity and Inclusion Training and Events – Office of the VP for Diversity, Equity & Inclusion

- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

## Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door.
- Students should make a note of the guide's physical location and review the online version at Safety
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see AED Locations.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Safety and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video from the UCF Police Department, You CAN Survive an Active Shooter.

**Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Security and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

## Financial Aid Accountability

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class Schedule

| Week | Topic |
|---|---|
| 1 | Course Introduction |
| 2 | Defining Intelligence |
| 3 | Development of U.S. Intelligence and the Intelligence Cycle |
| 4 | The U.S. Intelligence Community Basics |
| 5 | Quiz#1 |
| 6 | Key Intelligence Products |
| 7 | Defense Department Intelligence |
| 8 | Civilian Department Intelligence Organizations |
| 9 | Quiz#2 |
| 10 | Unified Command Intelligence |
| 11 | The Intelligence Agenda: Nation states and Transnational issues |
| 12 | Oversight and Accountability |
| 13 | Quiz#3 |
| 14 | Intelligence Reform and Issues |
| 15 | |
| 16 | |