POS 4407 - The Intelligence Community

Section: AW60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Summer 2025
Class Meeting Days: ASC
Class Meeting Location: Online
Modality: WW
Credit Hours: 3

Instructor Information

Thomas Dolan
Office Hours
Tuesdays, 1-3, Wednesdays, 10-11
Title: Associate Professor
Office Location: Howard Philips Hall
Email: Thomas.Dolan@ucf.edu

Teaching Assistants

ALLYSON MONROE

Office Hours

Tuesdays, 1-3, Wednesdays, 10-11

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

After successful completion of this course, students will be able to:

- Identify the key institutions and people associated with the US intelligence community, through its history
- Understand the ways that the US intelligence community is, and has been organized.
- Understand the key forces and dynamics influencing the development of the US intelligence community and some of its practices.

Students will also acquire an improved ability to think, talk, and write about issues related to the intelligence, especially in the US context.

Required Course Materials and Resources

Intelligence
Authors: Lowenthal
Publisher: Sage

Additional readings, as identified by the course schedule
Subtitle: All are available online through the library or the files section

Course Assessment and Grading Procedure

Students will complete the following assignments:

Weekly papers (10% each): Every week students will submit a one page paper addressing a question about the modules covered that week.

Weekly quizzes (2% each, with lowest score being dropped): Every week students will complete a short quiz addressing the materials covered in the module.

Video presentation (8%): Each student will submit a video presentation on an important person, organization, or event related to intelligence and answer other students questions about it during either week 3 or 4. Students must sign up during week 1.

Video presentation questions (1% each in weeks 3 and 4). Students will ask at least 3 meaningful questions about other students' video presentations.

2 Estimates (5% each): Students will prepare a one page estimate on a specified topic. The first estimate is due at the end of week 1 and the second estimate is due at the end of week 4.

Oral Final Exam (10%): Students will participate in a 10 minute oral final exam with the instructor or GTA during week 6.

- Students will sign up for an exam slot during week 4.
- The exam will be conducted in person or via zoom, and will be recorded.
- Potential exam topics and example questions will be made available during week 5.

- The list of questions asked during the exam will vary across students so that later exam takers do not have advantages over early exam takers, but will be comparable in terms of difficulty and content.
- **Students should plan to be available online or at the office at least 10 minutes before their slot begins**.

Grading Scale

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that “g” refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students’ work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	
93>g≥90: A-	83>g≥80: B-	73>g≥70: C-	63>g≥60: D-	

Policies for Course Grade

Assignments are to be turned in by class time on the day they are due. Papers should be handed in via webcourses. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost. Exceptions related to university activities, religious holidays, and for other reasons should be requested before assignments are due

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 Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading

information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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 and Academic Integrity, 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 access and community engagement, 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
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- 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 or 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

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.

- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

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	Purpose of Intelligence and Three Letter Agencies
2	Intelligence in Early America and Intelligence between the Civil War and WWII
3	The Creation and Maturation of the Intelligence Community; and the IC after 9-11
4	The IC and Policy-makers; and Major Successes and Failures
5	Covert Action; Scandals; Congressional Oversight and the IC
6	Authoritarian Intelligence Communities; Democratic Intelligence Communities; and Inte Cooperation

Each module identifies all required readings.

Many, but not all readings come from the Lowenthal textbook.

There are links in the modules to all of the required readings that are not chapters from the Lowenthal textbook.

All of them are available through the library or the files section of the webcourses page.

Links to library resources may require additional "clicking," but none of them should require you to pay anything.