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**Course Name:** Intelligence & National Security

**Course Code:** IR 497

**Credit Hours:** 3

**Semester:** Spring 2022

BS IR

Semester VII

**Instructor:** Inamullah Marwat **Email:**[**inamullah.marwat@umt.edu.pk**](mailto:inamullah.marwat@umt.edu.pk)**, uinam39@gmail.com**

**Office:** Library Building (5th floor, G-Hall)

**Consulting Hours:** Monday to Friday: 02:00 -03:00

**Class Timings:** Monday (08:00-09:20) and Wednesday (08:00-09:20)

**COURSE DESCRIPTION**

Since the attacks of 9/11, Intelligence Community (IC) across the globe in general & in the US in particular has undergone an extensive overhaul. Intelligence Community today faces challenges as it has never before; everything from terrorism to pandemics to economic stability has now become an intelligence issue. As a result, the IC is shifting its focus to a world in which tech-savvy domestic & international terrorists, transnational organizations, failing states & economic instability are now a way of life.

Intelligence & National Security provides a comprehensive overview of intelligence & security issues, defining critical terms, and reviewing the history of intelligence as practiced in the United States. Designed in a practical sequence, the course covers basics of intelligence, progresses through its history & the best practices. Along this, it also explores the way IC looks & operates today.

The course examines the pillars of American intelligence system-collection, analysis, counter-intelligence, and cover operations-and demonstrate how these work together to provide decision advantage. The course provides equal coverage to the functions of intelligence world-balancing coverage and intelligence collection, counter-intelligence, information management, critical thinking, and decision making. It also covers such vital issues as laws & ethics, writing & briefing for the IC & emerging threats and challenges that intelligence professionals will face in the future.

**COURSE OBJECTIVES**

* Understanding major pillars of intelligence system
* Making a sense of critical terms
* Understanding history of intelligence as practiced in the US
* Understanding key dynamics of intelligence world
* Making a sense of emerging threats to intelligence world

1. **COURSE GRADING POLICY:**

You will be graded as under:

1. Assignments
2. Quiz
3. Project & Presentation
4. Mid & Final Term

**Notice:**

Kindly make sure the work you are assigned with is done within the bounds of time. As due to the lack of time, there will be no makeup of presentations, viva and quiz.

**The SSSH Policy on Writing.** In all courses, student's written work is evaluated for effectiveness, as well as content. The writing must express ideas clearly, logically, and maturely, using Standard English sentence structure, grammar, and spelling. Students must acknowledge all sources of information by following a standard citation format.

**Student’s Conduct**. Students should read the "Code of Student Conduct," as well as other documents, policies, and the prospectus. Students are reminded that they should not disrupt or obstruct teaching and learning. Nonetheless, if a student or group of students is found disturbing the class in any way will be expelled from the class and will not be allowed until authorized by the Dean.

**Academic Integrity**. All students are expected to behave with academic honesty. It is not academically honest to misrepresent another person's work as your own, to take credit for someone else's words or ideas, to accept help on a test or assignment when you are expected to work independently, to obtain advanced information on confidential test materials, or to act in a way that might harm another student's chance for academic success. Please check the college catalog for more information.

**Cell Phones**. Please turn off cell phones during class.

For all purpose of communication with your teacher, you are required to contact through your CR/GR.

**EVALUATION CRITERIA**

* + Final 40
  + Mid 25
  + Quiz (4) 10
  + Assignment (1) 10
  + Project (1) & presentation 10
  + Class participation + Attendance 05

Total: 100

**Relative GRADING**

The Teaching/Learning Environment & Course Classroom Protocol

* 1. The instructor manages his classroom as if it was an executive training meeting or session in a business or government setting.
  2. Each student is expected to be prepared in advance to discuss the reading material and to ask questions of other students who present their ideas or views.
  3. The teaching/learning environment created in the classroom is led by the instructor but it is also understood that the most beneficial learning environment is one where students teach each other through optimum preparation, active classroom participation, and sharing of their own personal insights gained from lifelong experiences.
  4. This course encourages classroom contributions based on previous work experience, including current employment settings, as part of the course content. Accordingly, students are encouraged to examine and study their organizations and to provide theoretical framework to their managerial experiences.

1. **STATEMENT ON FACULTY AND STUDENT CODE OF ETHICS**

The Code of Ethics sets the parameters for proper conduct in the classroom by both faculty and students. This is basic but it underscores the main principle here that we will follow as a team: The faculty member will do his best to provide the best teaching and learning environment for each student as an individual and for the class as a whole. Students, on the other hand, will be responsible for their own work-product, will provide proper documentation when they use the work of others as references, and will respect the rights of others to contribute to the teaching/learning environment as best suits their comfort level, the capabilities, and their motivations.

**DETAILED COURSE OUTLINE**

**(All Reading Resources will be provided by the instructor to students)**

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| **WEEK:** | **COURSE CONTENTS:** |
| **1-2** | * Overview of Intelligence * History of Intelligence in United States |
| **3** | * Intelligence Community Today in the US |
| **4** | * Collection in the context of intelligence |
| **5-6** | * Barriers to Analysis in Intelligence * Analytical methods used in Intelligence |
| **7-8** | * Putting it all together: Intelligence Cycle |
| **9** | **Midterm Examination** |
| **10-11** | * Counterintelligence * Covert Operations |
| **12-13** | * Constitutional Mandates-Overview of Executive, Legislative & Judicial Roles      * Writing & Briefing for Intelligence Community |
| **14** | * Military Intelligence |
| **15** | * Threats & Challenges for the 21st century * Future of Intelligence |
| **16** | * Presentations |

**Required Readings**

**1**. Introduction to Intelligence Studies by Carl J. Jenson III, David H. McElreath & Melissa Graves

2. Mark M. Lowenthal, Intelligence: From Secrets to Policy, 6th ed. (Los Angeles: SAGE/CQ Press, 2015), pp. 1-36.

3 Richard K. Betts, Enemies of Intelligence: Knowledge and Power in American National Security (New York: Columbia University Press, 2007), pp. 1-18

4. Loch K. Johnson, "National Security Intelligence in the United States: A Performance Checklist," Intelligence and National Security, Vol. 26, No. 5 (2011), pp.607-615.

5. Lowenthal, Intelligence, pp. 149-203.

6. Betts, Enemies of Intelligence pp. 19-65.

7. Jeffrey T. Richelson, "Intelligence Secrets and Unauthorized Disclosures: Confronting Some Fundamental Issues," International Journal of Intelligence and Counterintelligence, Vol.25, No.4 (2012), pp. 639-677.

8. Lowenthal, Intelligence, pp. 324-347.

9. Bruce D. Berkowitz, "U.S. Intelligence Estimates of the Soviet Collapse: Reality and Perception," International Journal of Intelligence and Counterintelligence, Vol. 21, No. 2 (2008), pp. 237-250.