

**Instructor:** Robert F. Alonzo, MS, CFE, PI  
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**Class Hours:** **Thursday 2 pm – 3:15 pm - HYBRID**  
**Room** HALL 102  
**Office Hours:** Tues–Thurs 8 am –Noon  
Other times by appointment

### **Required Textbook**

*Intelligence Analysis – A Target-Centric Approach, (7<sup>th</sup> Ed) 2023 Sage/CQ Press*  
Robert M. Clark

### **Course Quotations**

***“People sleep peaceably in their beds at night only because rough men stand ready to do violence on their behalf.”***

~ George Orwell

***“There is no slavery but ignorance. Liberty is the child of intelligence.”***

~ Robert G. Ingersoll

***“Look, let me give you the existential complaint of the American intelligence community. Here’s how it works living inside America’s liberal democracy of which, by the way, the Intel guys are really a part. American political elites feel very empowered to criticize the American intelligence community for not doing enough when they feel endangered. And as soon as we’ve made them feel safe again, they feel equally empowered to complain that we are doing too much.”***

~Michael Hayden–NSA Director 1999-2005

***“Worse than having no human sources is being seduced by a human source who is telling lies.”***

~Report of the Commission on the  
Intelligence Capabilities of the  
United States Regarding  
Weapons of Mass Destruction, 2005

***“Send men to reconnoiter the land of Chanaan...”***

Holy Bible, Numbers, Chapter 13, Verse 2

### Course Description and Overview

Special Topics: Introduction to Intelligence Analysis provides an overview of intelligence and security issues, defines critical terms and methodologies, and reviews the history of intelligence as practiced in the United States.

The course is designed in a practical sequence beginning with the basics of intelligence, progresses through its history, describes the various national level intelligence agencies and their roles, as well as introduces the student to some of the fundamental analytical methodologies and includes exploring analytical weaknesses and strengths that affect the usefulness of intelligence products for the Intelligence Community and Criminal Justice System customers (strategic or tactical level decision-makers/policy-makers).

The course examines the fundamental "pillars" of the U.S intelligence system—collection, analysis, counterintelligence, and covert operations with emphasis on the **5 Disciplines of Intelligence Collection** and demonstrates how they function together to provide decision-makers with advantage. The course introduces examples of where intelligence products / operations were successful in meeting customer expectations, and where results were inadequate leading to what the press calls “intelligence failures” and what contributed to those results.

Finally, the course stresses the roles of operational security, information management, and critical thinking and the role they play in successful intelligence operations. Throughout the course and in conjunction with national intelligence collection, analysis, and reporting, intelligence issues concerning criminal justice system elements will be addressed.

This course also covers the vital issues of laws and ethics, writing and briefing techniques within the intelligence community (IC), and describes some of the emerging threats and challenges that intelligence and criminal justice professionals will face in the coming years.

Students are not expected to have a background in intelligence as this is a survey course; however, those with personal knowledge of the subject are encouraged to share their experience with the class.

**Course Objectives**

1. Be able to provide and apply a working definition of the intelligence process (cycle)
2. Be able to describe and understand basic terminologies used within the intelligence profession to include intelligence collection, intelligence analysis, covert operations and counter-intelligence;
3. Be able to define the different intelligence communities that exist within the United States government and how they relate to one another.
4. Display a fundamental understanding of the history of intelligence as practiced in the United States and how it impacted the modern intelligence community both positively and negatively.
5. Be able to display a basic understanding and application of the most commonly used intelligence analysis methodologies in practice within the U.S. and to show awareness of the strengths, weaknesses and limitations of each, and how that affects decision-makers utilization of intelligence products.
6. Be able to describe and understand modern era examples of intelligence successes, failures, and the lessons learned from each.
7. Be able to display basic critical thinking, basic intelligence writing and briefing skills.

**General Education Goals**

1. To develop professional writing skills in the field of Intelligence Analysis,
2. To enhance student's literacy skills through assigned readings, discussions, research assignments, and other requirements,
3. To increase student awareness of the multitude of components in intelligence analysis and how it relates to and affects policy-maker decisions,
4. To develop and apply critical thinking and analytical skills as they relate to the intelligence analysis,
5. To prepare for more advanced study in intelligence analysis fields.

**Assessment of Learning Outcomes****Blackboard**

As this is a HYBRID Class, Blackboard will be used each week. **We meet once a week on Thursdays. Our first F2F class is Thursday, August 29<sup>th</sup>, 2024. However, Fall semester classes begin on Monday, August 26<sup>th</sup>. This includes Online and Hybrid (F2F & Online component) type classes. Expect an online component posted on Monday, August 26<sup>th</sup>.**

**All students must be familiar with Blackboard, have reliable internet access, and have basic computer skills. Individuals not comfortable using a computer should not attempt to take this course!**

**This class is not about teaching you how to use Blackboard.**

**Tutorials are available and are contained within Blackboard.** If you do not have a fast AND reliable internet connection, you should plan to use TAMUSA on-campus computer labs for all coursework.

Discussion forums, reading assignments, required reading questions, research project instructions, and their respective due dates will be posted on Blackboard along with grades, announcements, and key documents. Blackboard access issues or technical questions are to be directed to [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or the ITS help desk at 210.784.4357.

**Immediate and continued access to Blackboard is critical as student performance is evaluated each week and grade points accumulate beginning with Week 1.**

Since this is a HYBRID course, it is critical each student complete each weeks reading and other assignments. I will be available via email and during posted office hours for any questions you may have about the assignments, or the material being discussed that week. You may also call me during my office hours at 210.784.2233.

In addition, general communication / announcements with the class will be made via the university **Blackboard email system.**

***This is directly from the Enrollment Management and Student Business Services.***

***“3. Required Attendance - In accordance with federal requirements, ANY STUDENT RECEIVING FEDERAL FINANCIAL AID WHO DOES NOT ATTEND CLASSES DURING THE FIRST WEEK OF CLASSES WILL LOSE THEIR FEDERAL AID. To continue to receive aid, you are required to attend classes and participate.”***

### **Class Attendance**

***A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. Lack of attendance does not relieve the STUDENT'S RESPONSIBILITY for content covered in class, subsequent class preparation, classwork, or assignments due. If you are unable to attend in person, I strongly suggest a phone a friend option for these very situations and uncertain times. As stated, faculty members are to keep a current attendance record on all students.***

### **Letter Grade Reduction**

**You are required to attend class.**

**Attendance will be taken each class day beginning with the first day.**

**4 absences shall result in a letter grade drop.**

**5 or more absences shall result in failure of the class.**

**Student Responsibility for Blackboard Access**

**Students are responsible for ensuring access to Blackboard is unfettered.**

Announcements sent to students through the Blackboard or TAMUSA e-mail system are one of the official means of communicating **course** instructions, information, deadlines, due dates, Syllabus changes, and university business, not the U.S. Mail and no other e-mail addresses. Students must check their Blackboard and TAMUSA e-mail accounts regularly. Not having seen an important Blackboard or TAMUSA e-mail message or announcement from a **FACULTY MEMBER**, chair, dean or other University administrator is not accepted as an excuse for failure to take important action. Additionally, it is the student's responsibility to ensure any critical information sent to a FACULTY MEMBER, **by any means**, is in fact received by the FACULTY MEMBER. Blackboard access issues or technical questions are to be directed to [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or the ITS help desk at 210.784.4357.

**STUDENTS ARE RESPONSIBLE FOR BLACKBOARD FAMILIARITY, ACCESS, AND TECHNICAL ISSUE RESOLUTIONS PRIOR TO THE FIRST DAY OF CLASS.**

**Respectful Communication**

A learning objective component for this course is communicating respectfully at all times even when in disagreement. Virtual communication does not contain non-verbal cues that are part of face to face communication and may be misinterpreted. It is your responsibility to structure your posts and responses in a manner that are respectful, informative and usefully received by the recipients. Disrespect to any class participant will not be tolerated and will be immediately dealt with. Debate is a crucial part of the college learning process, so please do not hinder the learning environment by responding harshly or inappropriately to others. As noted earlier, if you disagree with someone's position, then refute it with well-reasoned and communicated responses.

**Relevant Communication**

You have the opportunity to participate in a class without the pressures of attendance or having to listen to a lecture, day after day. You will be able to offer your uninterrupted comments, experiences, ideas, thoughts, and suggestions on each different topic. You will be allowed the space to be creative, critical, and express your feelings. Coupled with reading, exchanging ideas and suggestions with classmate's and debating thoughts and positions on topics, **you will get out of this class, exactly what you put into it.** So, take advantage of this forum and method of education with exchanging ideas and conveying, unabated, your supported position on issues relevant to the course.

## Assessment of Learning Outcomes

All outcomes will be assessed through a combination of:

1. Forum Discussion Topic Questions (**FDT's**),
2. Required Reading Questions (**RRQs**)
3. Mid Term Exam
4. Final Exam

### Decorum

- ***Please be respectful towards classmates. This includes being in class on time. Attendance will be taken.***
- ***Food is not allowed in class. Beverages are allowed.***
- ***Phones are to be turned off or on silent mode and off the desks. Phone usage and texting are not allowed in class. (Students in violation will be asked to leave the classroom)***
- ***Laptops are allowed for research during class and notetaking purposes only. (Students in violation will be asked to leave the classroom)***
- ***Audio recording, taping or videoing of lectures is prohibited unless authorized.***
- ***Lecture power point presentations will be available in Blackboard immediately after class.***
- ***Any statement that is discriminatory or disrespectful toward any group of people or that creates a forum hostile to others will not be tolerated. It is possible that comments will not be intended as discriminatory or disrespectful but may be interpreted as such. In these cases, the Professor will discuss openly why the statement is inappropriate the first time. Use of identified terms or phrases after that will be interpreted as intentionally disrespectful and appropriate disciplinary actions will be taken.***

Evaluation of Student Performance

**Please read carefully.**

Online Participation

Online participation is **compulsory** and consists of:

- (a) **Addressing and answering** the Forum Discussion Topic (FDT) question posted in Blackboard's **Forum Discussion** Area.
- (b) **Answering** Required Readings Questions (RRQ) posted in Blackboard's **Course Content** area.

For purposes of online participation and in order to allow you the opportunity to use the weekends, **with the exception of week 1**, the Forum Discussion Topics (**FDT's**) or Required Reading Questions (**RRQ's**), will be posted on Thursday and will be due NLT midnight, the following Wednesday.

**The FDTs will be posted in the Discussion Boards section of Blackboard.**

**The RRQs will be posted in Course Content section of Blackboard.**

FDTs and RRQs will be generated from assigned weekly readings from the textbook, class lectures, chapter power point presentations, class discussions and other sources provided. Additionally, discussion topics may consist of issues covering reading material and multimedia sources that familiarize you with CJO areas. Your post must include a discussion of substantive material related to the topic and examples to illustrate your understanding of the material. I urge you to take notes in class.

**While quantity is not as critical as quality, the minimum word count I require in order to earn a grade of "C" is a 300 word SUBSTANTIVE POST to the forum discussion topic (FDT). Word counts will be verified.**



**To give you some perspective, a 430 or greater word substantive post or reply is eligible for a grade of “A”. Additionally, you are required to place the word count at the bottom of each post. Repeating the issue or question posed in your post and listing your references at the end of your post will not be included in the minimum word count THIS IS NOT A CHAT ROOM, TEXTING MEDIUM, OR SOCIAL**

**MEDIA OUTLET.** The maximum number of forum discussion topic (FDT) points you may earn is 25, as shown in the Course Grades section of this syllabus. **Extra credit points may be earned each week at the discretion of the Professor based on the post content.** Clear and concise answers and discussions are expected to be well written, grammatically correct, referenced, if applicable, and shall take required readings and class discussions into account. Students are expected to be mindful of current domestic law enforcement, political, economic, military, and international events and are invited to provide discourse in these areas as they affect current class topics. Students will be expected to provide current, relevant and informed academic discourse on assigned Criminal Justice Organization topics. This requires student’s knowledge of current events, individual research on CJO issues discussed, and staying current with assigned readings. Unlike formal written assignments, your **FDT** posts do not have to adhere to specific formatting requirements. However, **please be sure to carefully proofread, as following instructions, spelling, punctuation, grammar, and paying attention to detail will impact the grading.** Your **SUBSTANTIVE (applicable, relevant, practical, essential, fundamental) content, critical thought and analysis, current event reference, and real-life experiences, if applicable, of the forum discussion topic (FDT) post will be significant factors in your online participation grade.** Please do not wait until the last minute to post as rushed postings tend to lack substance, critical thought, word count, and do not provide

meaningful discourse. **The following criteria will be used to evaluate your FDT posts each week:**

**Following Instructions**

**Topic Relevance**

**Critical Thought and Analysis**

**Content Development**

**Organization,**

**Readability/Style,**

**Length,**

**Grammar, Punctuation, and Spelling**

**While you may provide outside content to your FDT posts, I expect the great majority of your work (90 %) to be YOUR thoughts, YOUR analysis, and YOUR conclusions. If you use outside source information, reference your sources at the end of your post or response.**

**FDT FEEDBACK**

**...will be provided on all FDT posts. I urge you to read this feedback and correct any issues you may encounter early on in the semester. Some students wait too long to read the feedback. This results in compounding the weekly issues encountered that directly impacts the final grade.**

*A grading rubric for FDT's is included in this syllabus. Please review.*

**Plagiarism - the practice of taking someone else's work or ideas and passing them off as one's own.**

**This is a violation of student conduct, applies to FDT posts, will not be tolerated, and will be reported.**

**Writing is a critical skill in Criminal Justice.****Pay Attention to Detail!**

This course will rely on lectures, Power Point presentations, additional required readings, class interaction, FDT's, and RRQs. Therefore, each student bears the responsibility to communicate with the professor and fellow students about course material so that class discussions remain fluid and meaningful.

**In order to accomplish this goal, students will be expected to have completed the assigned reading material(s) prior to addressing the weekly FDT's and RRQ's.**

**Late Assignments** - Late assignments receive a 50% deduction if not received by the due date and time. **Assignments more than one day late will not be accepted.**

**Technological issues are not considered valid grounds for late assignment submission. You are responsible for your access, at all time.**

Prior to submitting to Blackboard, **save your work**, as there have been instances where students submitted their work and no documents were found, other than the recorded attempt to submit. If this occurs, I will direct you to resubmit your work to my Texas A&M - SA email account.

***ralonzo@tamusa.edu***

**Exams**

**There will be a Midterm and a Final Exam consisting of a combination of multiple choice, true-false, and short answer questions. The final exam date and time is during Finals Week and is TBD.**

**Final Thoughts – PLEASE READ CAREFULLY**

*It has been my experience over the years teaching online and hybrid classes that a few students do not address the topics or participate in online discussion and curriculum for the first couple of weeks, thinking they can catch up or make up work later in the semester or think the excuse of 'not having access to Blackboard' will resolve the issue...**please do not fall into this trap...***

*I urge you to begin your online regimen immediately, as **points accumulate from week 1 and there is no extra credit at the end of the semester...I repeat...there is no extra credit at the end of the semester. Ensure you have access to Blackboard from day 1, as it is the student's responsibility to be prepared for class. Do not wait until class begins to check your access. Check for and resolve any access issues on the first day you are granted access by the University.***

***Non-access is not an acceptable excuse for a late start...I repeat... non-access is not an acceptable excuse for a late start..***

*Notice the grading structure. It clearly outlines the number of points needed for specific grades.*

***Points are accumulated each week, beginning with week 1*** and it is usually those students that need a few points at the end of semester for the next higher grade or to pass the course that suddenly realize extra credit work will put them over the top. ***The maximum number of points a student may earn for FDT's is 25 and for RRQ's, 25.***

*The online method of higher education is not just about learning new material. It is a breakthrough in education that allows students and instructors to benefit from state-of-the-art technology with minimum pushback from the hindering pressures of location, work schedules, family responsibilities, military deployments, and travel. If questions, concerns, internet inaccessibility, or conflicts ever arise, please feel free to communicate with me at any time at [ralonzo@tamusa.edu](mailto:ralonzo@tamusa.edu). **All mail submitted to me will be answered.***

***If you are ever on campus, please come by and introduce yourself, as it is always good to place a name with a face. And I will be glad to assist you with any type of career information or questions you may have about any type of criminal justice, intelligence, or federal organizations, as I have served in all capacities.***

**Grading Rubric - Forum Discussion Topics (FDT) Posts**

- 1. Student failed to respond to the FDT question.  
Zero (0) points**
- 2. The FDT illustrates poor understanding of the relevant material by failing to address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and the reasoning behind them; and/or incorrectly or inappropriately using terminology, and elements of the response are lacking.  
1-7 points**
- 3. The FDT illustrates a rudimentary understanding of the relevant material by mentioning but not fully explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating some key claims/points but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.  
8-14 points**
- 4. The FDT illustrates a solid understanding of the relevant material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology; explaining the reasoning behind most of the key points/claims; and/or where necessary or useful, substantiating some points with accurate examples. The answer is complete.  
15-20 points**
- 5. The FDT illustrates an exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the required answer are missing.  
21-25 points**

## Course Grading

<b>6 - Forum Discussion Topics (FDT's) @ 25 pts each</b>	<b>150</b>
<b>6 - Required Reading Questions (RRQ's) @ 25 pts each</b>	<b>150</b>
<b>Mid Term Exam</b>	<b>100</b>
<b>Final Exam</b>	<b>100</b>
*****	
<b>Total Possible Points</b>	<b>500</b>

### Grading Scale

**450-500 pts = A (90 %+)**

**400-449 pts = B (80 %+)**

**350-399 pts = C (70 %+)**

**300-349 pts = D (60 %+)**

**299 and below = F**

### Dropping the Course

**It is the student's responsibility** to drop a course from the University. Please contact the Registrar if you desire to drop the course.

Below are the key dates for dropping a course for Fall **2024**.

**Last day to drop a course with an automatic W – 11/11/2024**

**Last day to drop a course/withdraw from the University – 11/19/2024.**

**IMPORTANT POLICIES AND RESOURCES**

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

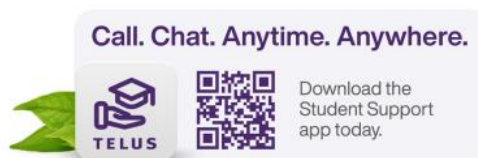
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit [tamusa.edu/studentcounseling](http://tamusa.edu/studentcounseling)

*Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').*

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will

have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be



missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures

for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

**No Use of Generative AI Permitted**

CRIM 3355 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic “W”
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

*The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.*

FALL 2024 SCHEDULE

8/29		<i>Welcome, Syllabus, Critical Thinking Concepts - Introduction</i>	
	<i>Intel Lec 1</i>	<i>Intelligence History</i>	<i>Chap 1-2</i>
			<i>Chap 1-2</i>
	<i>Intel Lec 2</i>	<i>Intelligence &amp; Security Institutions</i>	<i>Chap 3</i>
9/5	<i>Intel Lec 3</i>	<i>Intelligence Operations</i>	<i>Chap 5</i>
	<i>Intel Lec 4</i>	<i>Intelligence Analysis</i>	<i>Chap 11</i>
9/12		<i>Exam 1 Review</i>	
		<i>Exam 1 Review</i>	
		<b>BORDER PATROL PRESENTATION</b>	
		<i>Exam 1</i>	
9/19	<i>Intel Lec 5</i>	<i>Analytic Methods</i>	<i>Chap 12</i>
	<i>Intel Lec 6</i>	<i>The Ethics of Intelligence</i>	<i>Chap 13</i>
9/26			
10/3			
	<i>Intel Lec 7</i>	<i>Counterintelligence</i>	<i>Chap 6</i>
	<i>Chap 7 Lec - 1</i>	<i>Covert Action</i>	<i>Chap 7</i>
10/10		<b>DCSA PRESENTATION</b>	
		<i>Exam 2 Review</i>	
		<i>Exam 2</i>	
10/17	<i>Chap 9 Lec</i>	<i>Intelligence Regulation &amp; Governance</i>	<i>Chap 9</i>
	<i>Chap 8 Lec- 1</i>	<i>Cyberspace Operations &amp; Information Environment</i>	<i>Chap 8</i>
10/24			
10/31	<i>Intel Lec 9</i>	<i>Cyberspace Operations &amp; Information Environment</i>	<i>Chap 8</i>
11/7			
11/14	<b>NO CLASS</b>	<i>Inter-Agency Communications</i>	<i>Chap 10</i>
11/21	<i>Chap 14 Lec - 1</i>	<i>Threats to the US and Its Interests</i>	
11/28	<b>NO CLASS</b>	<b>Predictive Analysis Report Due</b>	
	<i>Chap 14 Lec - 2</i>	<i>Comparative Intelligence Systems</i>	<i>Chap 4</i>
12/5	<b>LAST DAY OF CLASS</b>	<i>Final Exam Review</i>	
12/6	<b>READING DAY</b>	<i>Reading Days</i>	
12/9-13	<b>FINAL EXAMS</b>	<i>Final Exam</i>	
		<b>The Syllabus is subject to change</b>	

**The Syllabus is subject to change**

*A requirement of this course and to earn 10 extra credit points is to acknowledge through the Blackboard Email Messaging System that you have read and understand the syllabus.*