

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies

INTL 413

Denial and Deception

Credit Hours: 3

Length of Course: 8 Weeks

Prerequisite: none

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Instructor Information

Instructor: [link to bio](#)

Office Hours: [1 hour/wk if teaching one course, 2 hours/wk if teaching 2+ courses], and by appointment.

Please contact your instructor through the Messages tab in the classroom.

After the class is over, instructor contact information:

@mycampus.apus.edu.

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Course Description (Catalog)

INTL413 Denial and Deception (3 credit hours)

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This course will be an overview of Denial and Deception possibilities. It will review the history, concepts, and implications of Denial and Deception on national security decision making. It will also discuss foreign and domestic case studies, tradecraft, and the different methodologies associated with this form of intelligence training.

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Course Scope

The purpose and scope of this course are to explore the basic principles of Denial and Deception, considering how and why they work in producing an advantage to the user. Through the examination of historic examples, the student learns to analyze the basic situation, identify the appearance of Denial and Deception activities, and evaluate their importance and the reasons for their success, or failure. This experience prepares the student to apply these principles and experiences to contemporary situations, identifying instances of Denial and Deception encountered in their professional lives.

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Course Objectives

After successfully completing this course, you will be able to:

CO-1: Comprehend basic theories of the use of Denial and Deception in shaping perception.

CO-2: Describe the principles that determine the success of Denial and Deception efforts.

CO-3: Assess the application of these principles in historical examples.

CO-4: Examine the contemporary role of Denial and Deception in national security affairs.

CO-5: Appraise the continuing potential of Denial and Deception in offensive and defensive roles.

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Course Delivery Method

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This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

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Course Resources

Required Course Textbooks

No required textbooks for this course.

The following book is *highly recommended*:

Turabian, Kate L. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. The University of Chicago Press.

Required Readings

- Peer-reviewed journal articles, book chapters, external websites and other assigned readings are found in the Lessons area of the classroom.
- Various resources from the APUS Library are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.
- Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: LITR210) to access your required resources.
- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

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Evaluation Procedures

The course grade is based on the following assessments:

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Discussion Forums – 25 percent

Each week you will have a discussion question; in it, your posts should reflect an assimilation of the readings. Students will provide a substantive initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates by Sunday 11:55 pm ET. I will grade forum posts on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Denial and Deception Critique topic selection– pass/fail

Select a topic for the final paper by week 3. It will be a critique of a Denial and Deception effort of your choice. The topic may be selected from the suggestion list. You must submit a few sentences on your topic for approval.

Progress Assignment – 20 percent

This is a short answer assignment where you will respond to 5 short-answer questions. Use the Turabian [author-date style](#) for citations and references.

Mid-Term Exam – 25 percent

In this class, you will have a mid-term exam at the end of week 4. The mid-term will be a take home essay, which will consist of two essay questions. Each essay response must be 3-4 pages in length and include proper Turabian [author-date](#) style references.

Final Denial and Deception Critique – 30 percent

The paper will be a critique of a Denial and Deception effort of your choice. The topics may be selected from the list of suggested topics, or you can touch base with your professor and propose your own topic. The paper must be 10-12 pages in length (not including title page or references), and utilize proper Turabian [author-date](#) styles references.

Assignments	Percentage
Paper topic	P/F
Discussion Forums	25 percent
Progress Assignment	20 percent
Mid-Term Exam	25 percent
Final Critique	30 percent
TOTAL	100 percent

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8 – Week Course Outline

<u>Week</u>	<u>Topic</u>	<u>Course Objective(s)</u>	<u>Readings</u>	<u>Assignments</u>
1	Introduction to Denial and Deception Concepts	CO-1 CO-2	Caddell 2004. Hutchinson 2006, 213-223 JCS 2006, Exec Summary, Ch. 1, App. A, scan remainder Whaley 2006; vii-xii, Scan remainder Whaley 2007 (1969)b	Week One Forum Discussions
2	Historic Examples of Denial and Deception	CO-5	D'Aoustand 2006 Homer 1919, "The Cyclops Encounter" Shakespeare, Act 5 Sun Tzu 1910, Chapter III, V-VIII, scan remainder	Week Two Forum Discussion Progress Assignment
3	World War Two Applications of Denial and Deception	CO-2 CO-3	Video: "America's Ghost Army of WWII" Reading: Bacon 1998 Buscher 2007 Montagu N.d. NASAA N.d.	Week Three Forum Discussion Topic Selection

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			Stokes 2014 Wittmann 1942, scan	
4	Cold War Denial and Deception	CO-2 CO-5	DOA 1988, scan Hanson 2002, 49-58	Mid-Term Exam
5	Contemporary Denial and Deception	CO-2 CO-3 CO-4	Kay 1995 Johnson and Meyerann 2003	Week Five Forum Discussion
6	Detecting Denial and Deception	CO-4	Heuer 1999, Ch. 2, Ch 4-8, scan remainder JCS 2006, Ch. 2 and 5	Week Six Forum Discussion
7	The "State of the Art"	CO-2 CO-5	Barnes 2006 Broad 2008 Gertz 2008 Nazza and Witty 2008 Schmitt 1999 Yurechko 2002	Week Seven Forum Discussion
8	Critique of a Denial and Deception Operation	CO-1 CO-2 CO-3 CO-4 CO-5	Heuer 1999, reread JCS 2006, reread Chapters 2 & 5	Week Eight Forum Discussion Final Assignment: D&D Critique

Policies

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Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

All assignments for the School of Security and Global Studies (papers, essays, exams, and Forums) must follow the Chicago/Turabian citation method. An online copy of the “quick citation guide” may be found at:

http://www.chicagomanualofstyle.org/tools_citationguide.html

You can also access the full Chicago Manual of Style through the APUS library:

<http://www.chicagomanualofstyle.org.ezproxy2.apus.edu/16/contents.html>

Students will use the parenthetical method to cite sources in text (rather than in footnotes or endnotes). Any notes used in essays or assignments should be limited to extraneous information that the student wishes to include, not for references. The Turabian guide linked above provides the format ([author-date system](#)) for in-text citations. Students will use the parenthetical form (P) within the text of the document and the reference list form (R) for the list of sources.

All written submissions should be submitted in Times New Roman 12pt font with 1” margins, typewritten in double-spaced format. I will expect all work to be free of errors in grammar, usage, and style.

Late Assignments

Students will submit classroom assignments by the posted due date and complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and will result in a point loss of 5% per day late.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of

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learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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Turnitin.com

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

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