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## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Security and Global Studies**  
**INTL443**  
**Foreign Intelligence Organizations**  
**3 Credit Hours**  
**Length of Course: 8 Weeks**  
**Prerequisite: None**

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### Instructor Information

**Instructor:**           XXXXXXXXXXXX

**Biography:**

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

**After the class is over, instructor contact information:**

### Course Description (Catalog)

#### **INTL443 Foreign Intelligence Organizations (3 hours)**

This course introduces students to several foreign intelligence organizations that have played (and continue to play) a significant role in U.S. strategic intelligence, foreign policy, and national security strategy planning.

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Variables such as each country's organizational structure, collection methods within each intelligence discipline, priority targets, and operational strengths and weaknesses will be assessed.

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## **Course Scope**

As a 400-level course, this course provides a higher level of knowledge building on the basic material taught at the 300 level. The purpose and scope of this course is to enable the student to build a deeper understanding of the structure, function and collection cycle and capabilities within the Intelligence Community, as well as analytical and operational principles.

## **Course Objectives**

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

- CO-1** Analyze the ability of the intelligence organizations to conduct operations within each of the intelligence disciplines and cyberspace.
- CO-2** Compare and contrast the capabilities of foreign intelligence organizations to determine which country poses the greatest threat to U.S. national security.
- CO-3** Develop a plan for a foreign intelligence organization to collect intelligence against a US or allied nation.
- CO-4** Examine the impact of foreign intelligence collection operations against the US.
- CO-5** Describe the difference between foreign allied intelligence organizations and those of our adversaries.

## **Course Delivery Method**

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course resources 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

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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.

## **Course Resources**

1. International Business Publications, Global National Security and Intelligence Agencies Handbook (Washington D.C.: International Business Publications:, 2010). Available on-line in the APUS Library via the E-Reader (instructions below).
2. Ami Pedahzur, The Israeli Secret Services & the Struggle Against Terrorism (New York: Columbia University Press, 2010). Available on-line in the APUS Library via the E-Reader (instructions below).
3. Wise, David, Tiger Trap: America's Secret Spy War with China. (New York Houghton, Mifflin Harcourt Publishing Company, 2011). Available on-line in the APUS Library via the E-Reader (instructions below).
4. All readings found in the APUS library have been consolidated into an "E-Reserve" list located in the "Security and Global Studies" portal, INTL443 Course Guide. Instructions for accessing the E-Reserve list are listed below and are also located in the corresponding "Lessons" folder.
  - a. After entering the classroom, select "Library" in the left hand menu within Sakai. You will be redirected to the APUS library.
  - b. Select "Program/School Portals"
  - c. Select "Security and Global Studies"
  - d. Select "INTL443 Foreign Intelligence Organizations | Course Guide" from the dropdown menu (it may take a minute to load)

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- e. Select "E-Reserves tab" from the upper left corner of the menu
- f. Select "Continue"
- g. Select the required reading

### **Evaluation Procedures**

Each assignment will be evaluated by the instructor using a rubric scoring guide and comments inserted into the Word document. Forum grades will be determined using a rubric scoring guide. Additionally, comments may be given informally within the forum or in more detail within the forum grader tool.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to 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 may result in points deducted from your final course grade.

### **Deductions:**

**Late forum posts can be penalized up to 5 points per day**

**Late assignments can be penalized up to 5 points per day**

**CITATION AND REFERENCE STYLE:** All assignments for the School of Security and Global Studies (papers, essays, exams, and Forums) must follow the Turabian citation method. An online copy of may be found at:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html).

Students should be aware that in-text citations are the preferred method for citing sources (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. The format for in-text citations is given in the

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Turabian guide linked above. Students are to use the parenthetical form (P) within the text of the document and the reference list form (R) in providing a list of sources. See more information on citation style in the Week 1 Lesson.

**Forum discussions** – Students will participate in eight forum discussions. One initial post by Thursday; two or more follow-up posts to classmates by Sunday. Specific questions found in Forums tab of the classroom.

**Midterm assignment** – Students will be required to prepare a four page essay. Specific instructions to include format can be found in the Week Three “Assignments” folder in the classroom.

**Progress assignments** – Students will be required to prepare an eight page paper simulating an analytical scenario (no more than ten pages). Specific instructions to include format and length can be found in the Week Six “Assignments” folder in the classroom.

**Final assignment** – Students will be required to prepare a four-page essay. Specific instructions to include format and length can be found in the Week Three “Assignments” folder in the classroom.

<b>Grade Instruments</b>	<b>Percentage</b>
Forum Discussions	<b>25</b>
Midterm Assignment	<b>25</b>
Progress Assignment (Simulation)	<b>25</b>
Final Assignment	<b>25</b>
<b>Total</b>	<b>100</b>

Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

**For all university policies, including grading system, extensions, and disability accommodations, please see the [APUS Student Handbook](#).**

## **Eight Week Course Outline**

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Note: A detailed list of the required readings can be found in the corresponding weekly "Lessons" tab

Week	Topics	Course Objective	Readings/Web Site Reviews	Assignments
1	Chinese Intelligence Agencies	<b>CO-1</b> Analyze the ability of the intelligence organizations to conduct operations within each of the intelligence disciplines and cyberspace	Global Intelligence Agencies: China Tiger Trap Journal articles uploaded in the e-reserve	1) Forum Post: Introduction/APUS Plagiarism Policy 2) Forum Post: PRC Collection
2	Iranian Intelligence Agencies	<b>CO-1</b> Analyze the ability of the intelligence organizations to conduct operations within each of the intelligence disciplines and cyberspace.	Journal articles uploaded in the e-reserve	1) Forum Post: Iranian Collection
3	Russian Intelligence Agencies	<b>CO-2</b> Compare and contrast the capabilities of foreign intelligence organizations to determine which country poses the greatest threat to U.S. national security.	Global Intelligence Agencies: Russia Journal articles uploaded in the e-reserve	1) <b>Mid-Term Paper: The Greatest Threat</b> 2) Forum Post: Putin and the FSB
4	North Korean Intelligence Agencies	<b>CO-3</b> Develop a plan for a foreign intelligence organization to collect intelligence against a US or allied nation.	Global Intelligence Agencies: North Korea Journal articles uploaded in the e-reserve	1) Forum Post: North Korean Collection
5	Cuban Intelligence Agencies	<b>CO-3</b> Develop a plan for a foreign intelligence organization to collect intelligence against a US or allied nation.	Global Intelligence Agencies: Cuba Journal articles uploaded in the e-reserve	1) Forum Post: Cuban Collection 1) Simulation Paper: Target U.S.

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6	Impact of Foreign Collection	<b>CO-4</b> Examine the impact of foreign intelligence collection operations against the US.	Journal articles uploaded in the e-reserve	2) Forum Post: <b>Scenario Paper Due</b>
7	Israeli Intelligence Agencies	<b>CO-5</b> Describe the difference between foreign allied intelligence organizations and those of our adversaries	Israeli Secret Services and the Struggle Against Terrorism Journal articles uploaded in the e-reserve	1) Forum: Israeli Collection
8	Pakistan Intelligence Agencies	<b>CO-5</b> Describe the difference between foreign allied intelligence organizations and those of our adversaries.	Global Intelligence Agencies: Pakistan Journal articles uploaded in the e-reserve	1) Forum: Pakistan Collection 1) <b>Final Paper Due:</b> The impact of foreign intelligence collection on the US.

**Policies**

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**

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.



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See <http://www.apus.edu/Online-Library/tutorials/chicago.htm>.

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### **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 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: ;-), : ), ☺

**Online Library**

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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](mailto: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.

**Request a Library Guide for your course**  
(<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

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If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

## **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.