MEMORANDUM

TO: Faculty Senate

FROM: Jack Kirby

DATE: March 16, 2018

SUBJECT: Curriculum Proposal #17-18-05, REV #3

Political science and National Security and Intelligence

I recommend approval of the attached REVISION #3 of Curriculum Proposal 17-18-05. This proposal seeks to add several new courses, delete several outdated courses, delete a minor, align the numbering of courses, and clean up come cross-listings of courses and course titles.

Dr. Christina Lavorata
Dr. Deanna Shields
Dr. Gregory Noone
Mr. Michael Waide
Ms. Laura Ransom
Ms. Cheri Gonzalez

MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby

DATE: February 5, 2018

SUBJECT: Curriculum Proposal #17-18-05, REV #2

Political science and National Security and Intelligence

I recommend approval of the attached REVISION #2 of Curriculum Proposal 17-18-05. This proposal seeks to add several new courses, delete several outdated courses, delete a minor, align the numbering of courses, and clean up come cross-listings of courses and course titles.

Dr. Christina Lavorata
Dr. Deanna Shields
Dr. Gregory Noone
Mr. Michael Waide
Ms. Laura Ransom
Ms. Cheri Gonzalez

FAIRMONT STATE UNIVERSITY

MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby

DATE: January 15, 2018

SUBJECT: Curriculum Proposal #17-18-05, REV #1

Political science and National Security and Intelligence

    I recommend approval of the attached REVISION #1 of Curriculum Proposal 17-18-05. This proposal seeks to add several new courses, delete several outdated courses, delete a minor, align the numbering of courses, and clean up come cross-listings of courses and course titles.

Dr. Christina Lavorata
Dr. Deanna Shields
Dr. Gregory Noone
Mr. Brian Floyd
Ms. Laura Ransom
Ms. Cheri Gonzalez

MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby

DATE: November 2, 2017

SUBJECT: Curriculum Proposal #17-18-05

             Political science and National Security and Intelligence

I recommend approval of the attached Curriculum Proposal 17-18-05. This proposal seeks to add several new courses, delete several outdated courses, delete a minor, align the numbering of courses, and clean up come cross-listings of courses and course titles.

             Dr. Christina Lavorata
             Dr. Deanna Shields
             Dr. Gregory Noone
             Mr. Brian Floyd
             Ms. Laura Ransom
             Ms. Cheri Gonzalez

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:

School/Department/Program: COLA / Social Sciences / Political Science and National Security and Intelligence

Preparer/Contact Person: Gregory P. Noone, Ph.D, J.D.

Telephone Extension: 4673

Date Originally Submitted: 01NOV17

Revision (Indicate date and label it Revision #1, #2, etc.): Revision #3

Implementation Date Requested: Fall 2018

I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.
    This proposal adds several new courses, deletes several outdated courses, deletes a minor, aligns the numbering of courses, and cleans up some administrative issues regarding cross-listing of courses and proper course titles to more accurately reflect the course substance.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

    A. Deletion of course(s) or credit(s) from program(s)
        POLI 2206: Public Planning in Appalachia
        POLI 2207: Public Budgeting and Government Finance
        POLI 3301: Comparative Public Administration
        POLI 3308: Public Personnel Administration
        POLI 3360: Government and Politics of the Far East
        POLI 3340: Political Science Research Methods

        Discontinue the Political Science Minor in Public Administration. All underlying courses will remain but the minor will no longer be offered.

        Total hours deleted. **0**
        We state that zero hours are deleted as we interpret this to mean hours deleted from the major requirement.

    B. Addition of course(s) or credit(s) from program(s)
        All courses are 3 credit hours except the Model United Nations:
        NSIS / POLI 3315: National Security and Intelligence
        NSIS / POLI 3325: The Politics of Intelligence
        NSIS / POLI 3330: U.S. National Security Policy
        NSIS / POLI 3331: Intelligence and Covert Action
        NSIS / POLI 3332: Insurgency and Counterinsurgency

Revision Date: September 9, 2013

NSIS / POLI 3333: Espionage, Counterintelligence and Strategic Deception
NSIS / POLI 3334: Fundamentals of Defense Intelligence
NSIS / POLI 3335: Congress and National Security
NSIS / POLI 3365: Homeland Security
NSIS / POLI 3380: Propaganda and Politics
NSIS / POLI 4425: Military Justice
NSIS / POLI 4445: Law of Armed Conflict / International Humanitarian Law
NSIS / POLI 4455: Model United Nations (1-12 credits and may be taken up to four times for a total of 12 credits).
NSIS / POLI / CRIM 4435: Intelligence Law
NSIS / POLI / CRIM 4440: National Security Law
POLI 3385: Politics in Film and Fiction
POLI 3390: Law and the Legal System
POLI 4420: Supreme Court of the United States

Total hours added.   0 _____

We state that zero hours are added as we interpret
this to mean hours deleted from the major requirement.

C. Provision for interchangeable use of course(s) with program(s)
Several of the courses are cross-listed in order to offer more course options for NSI, Political Science, and Criminal Justice majors. All cross-listed courses are under the cognizance of the Department of Social Sciences and approved by the Chair and the COLA Dean.

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog. **All new course descriptions are written in complete sentences and suitable for use in the university catalog as demonstrated in Appendix A.**

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

1. New POLI number:
Existing course: POLI 1103 American Government
New number: POLI 1100
Required

2. New POLI number:
Existing course: POLI 2201 Principles of International Relations
New number: POLI 2210
Required

3. New POLI number:
Existing course: POLI 2203 Comparative Government
New number: POLI 2220
Required

4. New POLI number:
Existing course: POLI 2209 Selected Topics in Political Science
New number: POLI 2299
Elective

5. New POLI number:
Existing course: POLI 3321 US Foreign Policy
New number: POLI 3320
Elective

6. New POLI number and name:
Existing course: POLI 3350 International Law and Organizations
New name: International Law
Required

7. New POLI number:
Existing course: POLI 3393 Future Global Crisis
New number: POLI 3360
Elective

8. Cross listing of existing POLI with CRIM and new name:
Existing course: POLI 3304 American Constitutional Government and Law
New number: POLI 3395 / CRIM 3395
New name: Constitutional Law
Elective

9. Change number of existing CRIM course and cross list with POLI and NSIS:
Existing course: CRIM 4412 Research in the Social Sciences
New number: CRIM 4400
New cross-listed course: POLI 4400 Research in the Social Sciences
New cross-listed course: NSIS 4400 Research in the Social Sciences
Required

10. Cross listing of existing POLI with CRIM and new name:
Existing course: POLI 4404 Civil Liberties in the US
New cross-listed number: CRIM 4404
New name: Civil Liberties in the United States
Elective

11. New POLI number:
Existing course: POLI 4406 International Problems
New number: POLI 4415
Elective

12. Cross listing of existing POLI course with NSIS:
Existing courses: POLI 4411, 4412, 4413 Area Studies
New cross-listed numbers: NSIS 4411, 4412, 4413
Elective

13. New POLI number and name:
Existing course: POLI 4450 Practicum
New number: POLI 4460
New name: Political Science Practicum
Elective

14. New POLI number and name:
Existing course: POLI 4470 Seminar in Political Science
New number: POLI 4490
New name: Capstone Seminar in Political Science
Required

15. New NSIS number:
Existing course: NSIS 3301 Intelligence Research
New number: NSIS 3300
Required

16. New NSIS number and name:
Existing course: NSIS 3302 National Security and Intelligence Field Experience Practicum
New number: NSIS 4460
New name: National Security and Intelligence Practicum
Elective

17. New NSIS number and name:
Existing course: NSIS 4450 National Security and Intelligence Senior Seminar / Project
New number: NSIS 4490
New name: Capstone Seminar in National Security and Intelligence
Required

18. Change name and number of existing course and cross list with NSIS
Existing course: HIST 3301 History of Intelligence and National Security
New number and name: HIST 3305 History of National Security and Intelligence
New number and name: NSIS 3305 History of National Security and Intelligence
Required

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

All courses are three (3) credits except where noted, owned solely by FSU, do not have any pre-requisites, nor have any co-requisites, and are all electives. All cross-listed courses are under the cognizance of the Department of Social Sciences and approved by the Chair and the COLA Dean.

New NSIS / POLI Courses: The following thirteen (13) new courses are being added to our curriculum as cross-listed courses in both NSIS and POLI. They are as follows:

1. NSIS / POLI 3315: National Security and Intelligence

2. NSIS / POLI 3325: The Politics of Intelligence
3. NSIS / POLI 3330: U.S. National Security Policy
4. NSIS / POLI 3331: Intelligence and Covert Action
5. NSIS / POLI 3332: Insurgency and Counterinsurgency
6. NSIS / POLI 3333: Espionage, Counterintelligence and Strategic Deception
7. NSIS / POLI 3334: Fundamentals of Defense Intelligence
8. NSIS / POLI 3335: Congress and National Security
9. NSIS / POLI 3365: Homeland Security
10. NSIS / POLI 3380: Propaganda and Politics
11. NSIS / POLI 4425: Military Justice
12. NSIS / POLI 4445: Law of Armed Conflict / International Humanitarian Law
13. NSIS / POLI 4455: Model United Nations (1-12 credits and may be taken up to four times for a total of 12 credits).

III. New NSIS / POLI / CRIM Courses: The following two (2) new courses are being added to our curriculum as cross-listed courses as NSIS, POLI and CRIM. They are as follows:
1. NSIS / POLI / CRIM 4435: Intelligence Law
2. NSIS / POLI / CRIM 4440: National Security Law

IV. New POLI Courses: The following three (3) new POLI courses are being added to our curriculum and will not be cross-listed. They are as follows:
1. POLI 3385: Politics in Film and Fiction
2. POLI 3390: Law and the Legal System
3. POLI 4420: Supreme Court of the United States

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog. **SEE APPENDIX A**

3. Include, as an appendix, a detailed course outline consisting of at least two levels. **SEE APPENDIX B**

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee. **SEE APPENDIX C**

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A. **The proposed new courses do not affect the hours needed to complete the NSI program nor the Political Science program. There is no net gain or loss in hours.**

III. **RATIONALE FOR THE PROPOSAL.**
A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred. **The NSI and Political Science programs continue to grow in students and faculty. The new courses reflect the needs of the respective programs**

and students as well as maximize the expertise of the faculty. The assessment data regarding the new courses was derived from three main sources. First, the NSI and Political Science programs administer exit surveys in our Capstone courses. Second, the NSI and Political Science programs both have robust and active Advisory Boards comprised of current professionals in the respective fields. Lastly, every one of the proposed courses has been taught at least once at Fairmont State University and the course evaluations have been universally positive in terms of content, relevance, and structure.

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

First and foremost, no additional costs are required as all courses will be taught by full time faculty. No additional faculty, facilities, equipment, or library materials will be required. Just as importantly, the Curriculum Committee should note the Dean's signature and approval of this proposal as the Dean oversees all budget issues in the College of Liberal Arts (COLA).

We examined the data derived from our sources above as well as our constant internal analysis of what our program needs to provide to our students in order to put them in the best position to succeed in the field. This is an ongoing process as demonstrated by our relatively brief but very successful history. In 2005 the Intelligence Research and Analysis (IRA) major was approved as the first, and to this day only, Intelligence major in the state of West Virginia. At the time of its creation it was primarily comprised of existing courses from the fields of Political Science, Criminal Justice, and History. Only three courses were created specifically for the major: Intelligence Research, Field Practicum and Senior Seminar / Project. In 2007, Dr. Greg Noone, PhD / JD was hired to be the Director of the fledging program and tasked with growing the program. In 2007 the IRA program's entire major consisted of two undergraduate students. Dr. Noone immediately set on a course of putting together an Advisory Board that represented the current field of intelligence with members from the Senate and House standing committees, CIA, FBI, DIA, DOJ, DoS, DoD and military intelligence.

Dr. Noone also undertook an extensive review of the curriculum and completed a survey of programs in the field – most of which were dedicated National Security programs and heavily concentrated in Washington DC. There were only a handful of purely Intelligence program scattered throughout the country.

After extensive meetings with the Advisory Board it was decided that the name that would more appropriately reflect the curriculum of the Fairmont State University degree in this field would be National Security and Intelligence (NSI). The new name was presented to the FSU Board of Governors and received unanimous approval. A curriculum change was also proposed in order to create new courses for the NSI curriculum and re-align some of its core curriculum in order to better reflect the field.

Concurrently, Dr. Noone undertook the establishment of a Political Science Advisory Board and a review of the curriculum. In 2007, there were thirteen undergraduates enrolled in the Political Science major.

In 2010, Dr. Greg Noone and Dr. Diana Noone proposed the creation of the Open Source Intelligence Exchange (OSIX) laboratory. The OSIX lab is an unclassified environment that explores open source collection and analysis of cutting edge topics that assists in national, state and local communities. The laboratory serves as the applied analytics component of the NSI Program. Student-analysts staff the lab and the focus is on improving their skill set in order so that they may compete against students from highly ranked universities around the country. In 2011, Dr. Noone brought in Professor Dave Abruzzino to be the first Director of the OSIX lab and further develop the program. Professor Abruzzino's extensive experience and network of contacts have enabled the lab to grow exponentially as it has served numerous partners throughout the U.S. government.

Ten years have passed and the NSI Program now has more than 100 majors and the Political Science Program has approximately 45-50 majors. Today our faculty includes Dr. Bill Harrison, Dr. Todd Clark, and Professor John Terpenis as well as Professor Abruzzino and Dr. Greg Noone. The NSI and Political Science faculty possess over one hundred years of practical experience in the fields of national security, intelligence, law, law enforcement, military and political.

The Fairmont State University National Security and Intelligence Program is a leader in the field. Other universities, including Coastal Carolina University and Utah Valley University are directly modeled on the FSU program and were created with FSU assistance.

In order to continue to lead from the front we must ever evolve in order to maintain our advantage as a cutting edge program that prepares our students for the challenges ahead.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
COLA	Dr. Deanna Shields	Deanna Shields

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal. **N/A**

VI. ADDITIONAL COMMENTS.
The Registrar Cheri Gonzalez has approved all proposed course numbers. Dr. Jack Kirby can provide the emails and more details if necessary.

APPENDIX A: COURSE CATALOG DESCRIPTIONS

New NSIS Course Descriptions:

NSIS 3305   History of National Security and Intelligence   3 hrs.

An intermediate-level course on the origins, developmental milestones, important events and policies that shaped the United States' intelligence infrastructure. There will be discussion of national security policy and actions that have been implemented, and analysis of their effectiveness. This course will develop skills in research, editing, writing and presentation. Students will be required to research assigned topics, collect documentation, edit references, write an analysis of a proposed course of action, and support a recommended course of action in an oral briefing with graphic slides. The format of this course is designed to acquaint the student to the time-sensitive and volatile nature of collection, analysis, production and dissemination or intelligence information.

NSIS 3315   National Security and Intelligence   3 hrs.

This course provides an overview of issues impacting US national security and intelligence. The first half of this course examines the workings of the US national security apparatus by explaining the missions, roles, and functions of the various instruments of national power. The second half of the course offers a survey of issues around the world impacting US national security such as regional conflict, weapons proliferation, terrorism, organized crime, access to energy, economic stability, and environmental degradation.

NSIS 3325   Politics of Intelligence   3 hrs.

This course examines the means and methods for setting intelligence priorities and ensuring that the activities of the United States Intelligence Community are conducted in a way that is constitutional, lawful, and consistent with American values. This course examines how intelligence oversight has evolved over time. This course explores intelligence oversight mechanisms within the Executive and Legislative Branches, as well as the informal oversight role played by the press and by public interest groups.

NSIS 3330   U.S. National Security Policy   3 hrs.

This course will address the topic of U.S. national security policy from a historical-analytical, as well as contemporary perspective. The course begins with the National Security Act of 1947, proceeds through the impact of the 1986 Goldwater-Nichols reforms and ends with post-9/11 security considerations. The course will also focus on the policy process and current challenges in security policy including the Global War on Terror.

NSIS 3331   Intelligence and Covert Action   3 hrs.

This course discusses the role the Intelligence Community plays in shaping and executing US national security policy, and how events since the end of the Cold War, 9/11, and the Iraq War have blurred the lines between analysis, operations, and policymaking. This course examines the role of the Intelligence Analyst, and examines how decision makers use and sometimes misuse Intelligence Community analysis – specifically addressing the issues of politicization of intelligence and policy prescriptive analysis. In addition, the course explores how the changing nature of intelligence operations (both collection and covert action) has given the Intelligence Community a more direct role in national security policymaking.

NSIS 3332   Insurgency and Counterinsurgency   3 hrs.
This course examines the theoretical basis of modern insurgency and counterinsurgency warfare. It explores the "fathers" of insurgency as a political strategy – Mao, Guevara, and Giap – as well as the modern interpretation of insurgency as propounded by Zawahiri. This course reviews the underpinnings of counterinsurgency theory. A series of case studies will provide examples of how these theories play out in "real world" scenarios

NSIS 3333   Espionage, Counterintelligence and Strategic Deception 3 hrs.
This course examines the role that espionage, counterintelligence, and strategic deception play in US national security. It will define these terms, examine their "tradecraft" and explore their strengths and weaknesses. The course will address issues such as why people commit treason, the psychological relationship between the Case Officer and Asset, and the moral implications of using these tools to advance US national security.

NSIS 3334   Fundamentals of Defense Intelligence   3 hrs.
This course explores the fundamentals of defense intelligence as they apply to the United States. This course examines where defense intelligence fits into the larger U.S. intelligence community. All aspects of the intelligence cycle will be examined including planning, collection, processing, analysis, production and dissemination. This course will also explore multiple collection disciplines that support U.S. military operations and how the large defense intelligence apparatus supports national strategic, operational and tactical level decision-making by everyone from the President down to the company commander.

NSIS 3335   Congress and National Security   3 hrs.
This course will examine the role of Congress in developing and shaping American national security policy. It will discuss Congress' formal and informal national security powers; the interplay among Congress, the presidency, and the courts; the impact of domestic and partisan politics on Congress' national security role; as well as the impact of special interest groups.

NSIS 3365   Homeland Security 3 hrs.
This course examines critical homeland security knowledge domains, including strategy, history, terrorism, fear management, crisis communication, conventional and unconventional threats, network leadership, weapons of mass destruction, lessons learned from other nations, civil liberties and security, intelligence and information, homeland security technology, and analytics.

NSIS 3380   Propaganda and Politics   3 hrs.
This course presents a critical analysis of the development, principles, strategies, media, techniques, and effects of propaganda campaigns from ancient civilizations to the modern technological society. The course focuses on propaganda in the context of government, religion, revolution, war, politics, and advertising, and explores implications for the future of propaganda in the cybernetic age.

NSIS 4400   Research in the Social Sciences   3 hrs.
Writing Intensive
        Students will explore the interaction of theory, research, and practice: the purposes and limits of research; introduction to research design, data collection, analytic techniques, data processing resources and preparation of research reports. PR: ENGL 1102. Junior or Senior status.

NSIS 4425   Military Justice   3 hrs.
        This course examines and evaluates current military legal practice and issues relevant to the Armed Forces of the United States. This course provides an examination of the history and principles of military justice and comparison of the military and civilian justice systems. Topics include the Uniform Code of Military Justice, military crimes, non-judicial punishment, jurisdiction of general and special military courts, military judges and panels, self incrimination, search and seizure, pretrial confinement and restraint, plea bargaining, sentencing and appellate review in military courts.

NSIS 4435   Intelligence Law   3 hrs.
        This course will explore and examine the U.S. Intelligence Community and the legal framework governing the actions taken by the US government. The course will provide students with an overview of the Intelligence Community and the key legal authorities that support and guide the Intelligence Community.

NSIS 4440   National Security Law   3 hrs.
        This course will explore the distribution of national security powers amongst the three coordinate branches of government – Legislative, Executive & Judicial and engage students in understanding the laws and policies that govern important critical issues in the national security arena.

NSIS 4445   Law of Armed Conflict / International Humanitarian Law   3 hrs.
        This course provides students with a general understanding of the international legal regulation of armed conflict – including humanitarian law, human rights law and international criminal law. The aim of the course is to enable students to understand the legal challenges of current and future armed conflicts, as well as enable them to critically analyze and evaluate concrete cases using both legal and political analysis. This is achieved by applying knowledge from readings and classes to a number of contemporary case studies with a specific emphasis on the role of international organizations such as the ICRC and U.N.

NSIS 4455   Model United Nations (1-12 hours and may take up to four times)
        Model UN provides an academic learning experience through the simulation of the structures, processes, and issues of the member nations of the United Nations Organization. The Model UN class offers students a unique opportunity to learn about international relations while role–playing United Nations delegates.

New CRIM Course descriptions:

CRIM 3345   Constitutional Law   3 hrs.
This course examines the development, interpretation and application of basic principles of constitutional law in the United States. The course will be concerned with the definition, extents and limitations of governmental powers and rights of Americans. PR: POLI 1100.

CRIM 4435   Intelligence Law   3 hrs.
This course will explore and examine the U.S. Intelligence Community and the legal framework governing the actions taken by the US government. The course will provide students with an overview of the Intelligence Community and the key legal authorities that support and guide the Intelligence Community.

CRIM 4404   Civil Liberties in the United States 3 hrs.
A study of the nature and substance of civil liberties in the United States. The philosophy underlying the Bill of Rights will be analyzed and students will discuss the development of each of the great freedoms protected therein, such as free speech, free press, and free religion among others. Particular attention will be given to how the Supreme Court has interpreted and applied guarantees contained within the Bill of Rights in specific instances. PR: POLI 1100.

CRIM 4440   National Security Law   3 hrs.
This course will explore the distribution of national security powers amongst the three coordinate branches of government – Legislative, Executive & Judicial and engage students in understanding the laws and policies that govern important critical issues in the national security arena.

New POLI Courses:

POLI 3315   National Security and Intelligence   3 hrs.
This course provides an overview of issues impacting US national security and intelligence. The first half of this course examines the workings of the US national security apparatus by explaining the missions, roles, and functions of the various instruments of national power. The second half of the course offers a survey of issues around the world impacting US national security such as regional conflict, weapons proliferation, terrorism, organized crime, access to energy, economic stability, and environmental degradation.

POLI 3325   Politics of Intelligence   3 hrs.
This course examines the means and methods for setting intelligence priorities and ensuring that the activities of the United States Intelligence Community are conducted in a way that is constitutional, lawful, and consistent with American values. This course examines how intelligence oversight has evolved over time. This course explores intelligence oversight mechanisms within the Executive and Legislative Branches, as well as the informal oversight role played by the press and by public interest groups.

POLI 3330   U.S. National Security Policy   3 hrs.
        This course will address the topic of U.S. national security policy from a historical-analytical, as well as contemporary perspective. The course begins with the National Security Act of 1947, proceeds through the impact of the 1986 Goldwater-Nichols reforms and ends with post-9/11 security considerations. The course will also focus on the policy process and current challenges in security policy including the Global War on Terror.

POLI 3331   Intelligence and Covert Action   3 hrs.
        This course discusses the role the Intelligence Community plays in shaping and executing US national security policy, and how events since the end of the Cold War, 9/11, and the Iraq War have blurred the lines between analysis, operations, and policymaking. This course examines the role of the Intelligence Analyst, and examines how decision makers use and sometimes misuse Intelligence Community analysis – specifically addressing the issues of politicization of intelligence and policy prescriptive analysis. In addition, the course explores how the changing nature of intelligence operations (both collection and covert action) has given the Intelligence Community a more direct role in national security policymaking.

POLI 3332   Insurgency and Counterinsurgency   3 hrs.
        This course examines the theoretical basis of modern insurgency and counterinsurgency warfare. It explores the "fathers" of insurgency as a political strategy – Mao, Guevara, and Giap – as well as the modern interpretation of insurgency as propounded by Zawahiri. This course reviews the underpinnings of counterinsurgency theory. A series of case studies will provide examples of how these theories play out in "real world" scenarios

POLI 3333   Espionage, Counterintelligence and Strategic Deception 3 hrs.
        This course examines the role that espionage, counterintelligence, and strategic deception play in US national security. It will define these terms, examine their "tradecraft" and explore their strengths and weaknesses. The course will address issues such as why people commit treason, the psychological relationship between the Case Officer and Asset, and the moral implications of using these tools to advance US national security.

POLI 3334   Fundamentals of Defense Intelligence   3 hrs.
        This course explores the fundamentals of defense intelligence as they apply to the United States. This course examines where defense intelligence fits into the larger U.S. intelligence community. All aspects of the intelligence cycle will be examined including planning, collection, processing, analysis, production and dissemination. This course will also explore multiple collection disciplines that support U.S. military operations and how the large defense intelligence apparatus supports national strategic, operational and tactical level decision-making by everyone from the President down to the company commander.

POLI 3335   Congress and National Security   3 hrs.
        This course will examine the role of Congress in developing and shaping American national security policy. It will discuss Congress' formal and informal national security powers; the interplay among Congress, the presidency, and the courts; the impact of domestic and partisan politics on Congress' national security role; as well as the impact of special interest groups.

POLI 3365   Homeland Security   3 hrs.

This course examines critical homeland security knowledge domains, including strategy, history, terrorism, fear management, crisis communication, conventional and unconventional threats, network leadership, weapons of mass destruction, lessons learned from other nations, civil liberties and security, intelligence and information, homeland security technology, and analytics.

POLI 3380   Propaganda and Politics   3 hrs.

This course presents a critical analysis of the development, principles, strategies, media, techniques, and effects of propaganda campaigns from ancient civilizations to the modern technological society. The course focuses on propaganda in the context of government, religion, revolution, war, politics, and advertising, and explores implications for the future of propaganda in the cybernetic age.

POLI 3385   Politics in Film and Fiction 3 hrs.

This course examines political films and fiction as they communicate an understanding of how politics work. While such films can provide an accurate depiction of the world, they can also stray substantially from political reality and this course will evaluate how they represent the political process.

POLI 3390   Law and the Legal System   3 hrs.

The course examines the role of law in the political system. Includes a survey of subfields in United States law and an examination of participants, processes, and policy making in the United States legal system.

POLI 4400   Research in the Social Sciences   3 hrs.
Writing Intensive

Students will explore the interaction of theory, research, and practice: the purposes and limits of research; introduction to research design, data collection, analytic techniques, data processing resources and preparation of research reports. PR: ENGL 1102. Junior or Senior status.

POLI 4420   Supreme Court of the United States   3 hrs.

This course will examine the Supreme Court of the United States. The topics this course will explore include the evolution of the judiciary and its effects on the other branches of government, how the Court functions, the influence of the Court on the incorporation of civil liberties, internal institutions of the Court and models of judicial decision-making, and issues concerning judicial appointments.

POLI 4425   Military Justice   3 hrs.

This course examines and evaluates current military legal practice and issues relevant to the Armed Forces of the United States. This course provides an examination of the history and principles of military justice and comparison of the military and civilian justice systems. Topics include the Uniform Code of Military Justice, military crimes, non-judicial punishment, jurisdiction of general and special military courts, military judges and panels, self incrimination, search and seizure, pretrial confinement and restraint, plea bargaining, sentencing and appellate review in military courts.

POLI 4435   Intelligence Law   3 hrs.
This course will explore and examine the U.S. Intelligence Community and the legal framework governing the actions taken by the US government. The course will provide students with an overview of the Intelligence Community and the key legal authorities that support and guide the Intelligence Community.

POLI 4440   National Security Law   3 hrs.
This course will explore the distribution of national security powers amongst the three coordinate branches of government – Legislative, Executive & Judicial and engage students in understanding the laws and policies that govern important critical issues in the national security arena.

POLI 4445   Law of Armed Conflict / International Humanitarian Law   3 hrs.
This course provides students with a general understanding of the international legal regulation of armed conflict – including humanitarian law, human rights law and international criminal law. The aim of the course is to enable students to understand the legal challenges of current and future armed conflicts, as well as enable them to critically analyze and evaluate concrete cases using both legal and political analysis. This is achieved by applying knowledge from readings and classes to a number of contemporary case studies with a specific emphasis on the role of international organizations such as the ICRC and U.N.

POLI 4455   Model United Nations (1-12 hours and may take up to four times)
Model UN provides an academic learning experience through the simulation of the structures, processes, and issues of the member nations of the United Nations Organization. The Model UN class offers students a unique opportunity to learn about international relations while role–playing United Nations delegates.

This table is for side-by-side comparison and represents existing courses and proposed changes. Any and all changes are in **BOLD**

Current POLI numbers	*Current POLI courses*	*Revised POLI numbers*	*Revised POLI courses*
1103	American Government	**1100**	American Government
2200	Introduction to Political Science	2200	Introduction to Political Science
2201	Principles of International Relations	**2210**	Principles of International Relations
2203	Comparative Government	**2220**	Comparative Government
2206	Public Planning in Appalachia	**DELETED**	
2207	Public Budgeting and Government Finance	**DELETED**	
2209	Selected Topics in Political Science	**2299**	Selected Topics in Political Science

2240	Nonparametric Statistics	2240	Nonparametric Statistics
3300	Public Administration	3300	Public Administration
3301	Comparative Public Administration	**DELETED**	
3302	State and Local Government	3302	State and Local Government
3303	Political Parties	3303	Political Parties
3304	American Constitutional Government and Law	**POLI 3395** **CRIM 3395**	**Constitutional Law**
3305	American Political Theory	3305	American Political Theory
3306	The American Presidency	3306	The American Presidency
3307	Congress and the Legislative Process	3307	Congress and the Legislative Process
3308	Public Personnel Administration	**DELETED**	
3310	Recent Political Theory	3310	Recent Political Theory
3311	Global Affairs	3311	Global Affairs
		POLI 3315 **NSIS 3315**	**National Security and Intelligence**
3321	US Foreign Policy	**3320**	US Foreign Policy
		POLI 3325 **NSIS 3325**	**The Politics of Intelligence**
		POLI 3330 **NSIS 3330**	**National Security Policy**
		POLI 3331 **NSIS 3331**	**Intelligence and Covert Action**
		POLI 3332 **NSIS 3332**	**Insurgency and Counterinsurgency**
		POLI 3333 **NSIS 3333**	**Espionage, Counterintelligence and Strategic Deception**

		POLI 3334 NSIS 3334	**Fundamentals of Defense Intelligence**
		POLI 3335 NSIS 3335	**Congress and National Security**
3340	Political Science Research Methods	**DELETED**	
3350	International Law and Organizations	3350	**International Law**
3360	Government and Politics of the Far East	**DELETED**	
		POLI 3365 NSIS 3365	**Homeland Security**
3370	World Religions and Politics	3370	World Religion and Politics
		POLI 3380 NSIS 3380	**Propaganda and Politics**
		POLI 3385	**Politics in Film and Fiction**
3393	Future Global Crisis	**3360**	Future Global Crisis
		POLI 3390	**Law and the Legal System**
		POLI 4400 NSIS 4400 CRIM 4400	**Research in the Social Sciences**
4404	Civil Liberties in the US	POLI 4404 **CRIM 4404**	**Civil Liberties in the United States**
4405	Terrorism	4405	Terrorism
4406	International Problems	**4415**	International Problems
4410	Problems in American Government	4410	Problems in American Government
4411, 4412, 4413	Area Studies	POLI 4411, 4412, 4413 **NSIS 4411, 4412, 4413**	Area Studies

		POLI 4420	Supreme Court of the United States
		POLI 4425 NSIS 4425	Military Justice
		POLI 4435 NSIS 4435 CRIM 4435	Intelligence Law
		POLI 4440 NSIS 4440 CRIM 4440	National Security Law
		POLI 4445 NSIS 4445	Law of Armed Conflict / International Humanitarian Law
		POLI 4455 NSIS 4455	Model United Nations
4450	Practicum	4460	Political Science Practicum
4470	Seminar in Political Science	4490	Capstone Seminar in Political Science
4499	Special Topics in Political Science	4499	Special Topics in Political Science
4998	Undergraduate Research	4998	Undergraduate Research
Current NSIS numbers	*Current NSIS courses*	*Revised NSIS numbers*	*Revised NSIS courses*
3301	Intelligence Research	3300	Intelligence Research
3302	National Security and Intelligence Field Experience Practicum	4460	National Security and Intelligence Practicum
		NSIS 3305 HIST 3305	History of National Security and Intelligence
4450	National Security and Intelligence	4490	Capstone Seminar in National

			Security and Intelligence
	Senior Seminar / Project		**Security and Intelligence**
4499	Special Topics in National Security and Intelligence	4499	Special Topics in National Security and Intelligence
4998	Undergraduate Research	4998	Undergraduate Research

This table represents what the revised list of courses will be in the 2018-2019 catalog:

POLI numbers	*POLI courses*
1100	American Government
2200	Introduction to Political Science
2210	Principles of International Relations
2220	Comparative Government
2240	Nonparametric Statistics
2299	Selected Topics in Political Science
3300	Public Administration
3302	State and Local Government
3303	Political Parties
3305	American Political Theory
3306	The American Presidency
3307	Congress and the Legislative Process
3310	Recent Political Theory
3311	Global Affairs
3315	National Security and Intelligence
3320	U.S. Foreign Policy
3325	The Politics of Intelligence
3330	U.S. National Security Policy

3331	Intelligence and Covert Action
3332	Insurgency and Counterinsurgency
3333	Espionage, Counterintelligence and Strategic Deception
3334	Fundamentals of Defense Intelligence
3335	Congress and National Security
3350	International Law
3360	Future Global Crisis
3365	Homeland Security
3370	World Religion and Politics
3380	Propaganda and Politics
3385	Politics in Film and Fiction
3390	Law and Legal System
3395	Constitutional Law
4400	Research in the Social Sciences
4404	Civil Liberties in the United States
4405	Terrorism
4410	Problems in American Government
4411, 4412, 4413	Area Studies
4415	International Problems
4420	Supreme Court of the United States
4425	Military Justice
4435	Intelligence Law
4440	National Security Law

4445	Law of Armed Conflict / International Humanitarian Law
4455	Model United Nations
4460	Political Science Practicum
4490	Capstone Seminar in Political Science
4499	Special Topics in Political Science
4998	Undergraduate Research
Revised NSIS numbers	*Revised NSIS courses*
3300	Intelligence Research
3305	History of National Security and Intelligence
3315	National Security and Intelligence
3325	The Politics of Intelligence
3330	U.S. National Security Policy
3331	Intelligence and Covert Action
3332	Insurgency and Counterinsurgency
3333	Espionage, Counterintelligence and Strategic Deception
3334	Fundamentals of Defense Intelligence
3335	Congress and National Security
3365	Homeland Security
3380	Propaganda and Politics
4400	Research in the Social Sciences
4411, 4412, 4413	Area Studies
4425	Military Justice
4435	Intelligence Law
4440	National Security Law

4445	Law of Armed Conflict / International Humanitarian Law
4455	Model United Nations
4460	National Security and Intelligence Practicum
4490	Capstone Seminar in National Security and Intelligence
4499	Special Topics in National Security and Intelligence
4998	Undergraduate Research

APPENDIX B: DETAILED COURSE OUTLINES

For a detailed description of the current programs please see the course catalog. We will copy the relevant pages for the committee and include them in the final iteration of the proposal.

New NSIS / POLI Courses:

NSIS / POLI 3315: National Security and Intelligence

Section I: The National Security Apparatus

A. Setting and Coordinating National Security Policy
1. What is sovereignty? Why is it the bedrock of international relations? Is it still a valid concept in the 21st Century?
2. Please explain the realist, liberal, and neoconservative views towards international relations and national security.
3. What do we mean by "power" in the context of national security?
4. What are the core national interests outlined in the US National Security Strategy, and what are the risks to those interests?
5. What are the national security roles and responsibilities of the president?
6. What are the mechanisms the president uses to perform his duties? What are their functions?
7. What is the National Security Council? Who sits on the NSC? What role does it play in US foreign and security policy?
8. What are some of the constraints on presidential power?
9. How does Congress shape US national security affairs?

B. The Intelligence Community
1. What are the roles and missions of the US Intelligence Community?
2. What is National Intelligence? How does it contribute to US national security?
3. Describe the Intelligence Cycle. Is it an accurate representation of how intelligence analysis is produced?
4. Which members of the US Intelligence Community have a primarily National Intelligence mission? What do these agencies do?
5. What is counterintelligence?
6. What is covert action? What role should it play in US national security policy?

C. Diplomatic, Economic, and Cultural Power
1. What role does "soft power" in US national security policy?
2. What is diplomacy?
3. What are the characteristics of bilateral, multilateral, and regional diplomacy?
4. What are some of the problems and challenges associated with US diplomacy?
5. How does domestic politics shape diplomacy?
6. What is strategic communication?
7. How do we define economic power? Why is economic power a double-edged sword?
8. What are some economic power tools? What are their strengths/weaknesses?

D. Military Power

1. What makes the United States the strongest military power in the world?
2. How do we use military power as a national security tool?
3. How has the role of the military evolved?
4. What are the roles and missions of the Armed Services and how are they different from those of the Combatant Command?
5. What is the role of the Secretary of Defense?
6. What is the role of the Chairman of the Joint Chiefs of Staff?
7. How has the use of the US military as a security policy tool changed since the end of the Cold War?
8. What is "mission creep?" Why is it occurring? Is it appropriate?
9. What did Clausewitz mean when he said "war is merely the continuation of policy by other means?"
10. What is the Powell Doctrine?

E. Homeland Security and Law Enforcement
   1. What constitutes "homeland security?" How does it relate to the broader concept of national security?
   2. Which agencies/departments have a homeland security mission?
   3. What are the legal/constitutional implications of using the military in a homeland security role?
   4. How can law enforcement be used as a national security tool?
   5. When does criminal activity constitute a national security threat?

Section II: National Security Threats and Challenges

A. Conventional and Strategic Military Threats
   1. Compare and contrast general war and limited war. Provide examples of each.
   2. How has conventional war (and the US approach to conventional war) changed since World War II and since the end of the Cold War?
   3. Explain the impact of the Revolution in Military Affairs on US national security.
   4. What is asymmetric warfare?
   5. Define deterrence.
   6. Compare and contrast counter value and counterforce nuclear strategy.
   7. What is the nuclear triad? How has it changed since the end of the Cold War?
   8. What types of activities constitute nuclear nonproliferation? How do they differ from counter proliferation?

B. Terrorism, Insurgency, and Organized Crime
   1. What are the key elements that define terrorism?
   2. How do terrorism and insurgency differ?
   3. What is the center of gravity for all insurgencies? What makes for a successful counterinsurgency strategy?

C. Economic, Environmental, and Humanitarian Threats
   1. What types of threats/challenges fall under the category of human security? How do they relate to traditional concepts of national security?
   2. What difficulties does the United States face in addressing human security challenges?

Section III: The National Security Environment

A.   East Asia

What core US national interests are at stake in East Asia? What are the challenges to those interests?

How should the US deal with a rising China?

B.   Near East and South Asia
   1.   What core US national interests are at stake in South Asia? What are the challenges to those interests?
   2.   Should the US engage India as a strategic partner?
   3.   What core US national interests are at stake in the Middle East? What are the challenges to those interests?
   4.   Is the "Arab Spring" a positive development for US national security?

C.   Europe and Eurasia
   1.   What core US national interests are at stake in Europe? What are the challenges to those interests?
   2.   What are the historical and cultural factors underlying US-Russia relations? How are those factors reflected today?
   3.   How has NATO's role evolved since it was created? Why does the United States remain a member?

D.   Africa
   1.   What core US national interests are at stake in Africa? What are the challenges to those interests?
   2.   How do we see human security challenges driving developments in Africa?
   3.   Should the United States compromise its concern for democracy and human rights in Africa in order to secure political/economic advantages?

E.   Western Hemisphere
   1.   What core US national interests are at stake in the Americas? What are the challenges to those interests?
   2.   How does the history of US-Latin American relations impact those relations today?
   3.   What caused the progress we saw towards liberalization and democratization in Latin America during the 1990s to slow?

NSIS / POLI 3325: The Politics of Intelligence

Section I: Priorities and Resources

A. The Intelligence Community
   1.   What is intelligence? How is it used to support national security policy?
   2.   What is covert action? How is it different from the other activities conducted by an intelligence service?
   3.   Politics is about the allocation of scarce resources. What are some the resource challenges facing the US Intelligence Community?
   4.   Do any of the activities of the US Intelligence Community present ethical or moral dilemmas? Which ones and why?

B. Setting Priorities
   1.   What is the role of the president and the Executive Branch in the national security policymaking process?
   2.   What are the constraints on presidential power? Has the presidency gotten stronger or weaker over the years? Why?
   3.   What is the role of the NSC and the National Security Advisor?
   4.   How would you characterize the "Interagency Process?" What are its shortcomings?
   5.   What challenges does the Interagency Process present to the Intelligence Community?
   6.   Briefly describe the NIPF. Is it sufficient for setting Intelligence Community priorities given the range

of threats we face, resource limitations, and the fragmented nature of national security decision making. If it's not sufficient, how would you change it?

C. Allocating Resources
1. Is it possible to achieve all our national security goals?   Under what constraints do we operate?
2. Why is it difficult to make radical changes to the federal budget?
3. What is the difference between authorization and appropriations legislation? Explain the importance of each.
4. What congressional committees are responsible for authorizing and appropriating the intelligence budget?
5. How did Robert McNamara change the defense budgeting process? Why was this change so revolutionary?
6. Please describe the PPBES cycle.
7. The DNI recently implemented a PPBES-like process for the Intelligence Community. How will the unique nature of the intelligence budget impact its chance for success?
8. Should we have a single PPBES-like process for the entire national security community? What are the obstacles facing implementation of such a system? What are the pros and cons of doing so?

D. IC Governance
1. EO 12333 (revised) implements the Intelligence Reform Act of 2004, which created the position of the Director of National Intelligence (DNI). The DNI is charged with managing and overseeing the activities of the US Intelligence Community.   Why does the IC require such top-level oversight?
2. What challenges are inherent in managing and overseeing the Intelligence Community?
3. What responsibilities does the DNI have for managing the IC under EO 12333? What authorities does the DNI have? Are they sufficient for meeting the responsibilities?
4. How would you describe the manner in which the DNI manages the IC? What are its strengths and weaknesses? Why do you think this model prevailed? What other models could have been adopted?
5. What restrictions does EO 12333 place on IC activities? Are they sufficient to protect against abuse? Are they realistic given the nature of the threats we face in the 21st Century?
6. How do these restrictions reflect American values?

E. Intelligence and Civil Liberties
1. Please describe the realist, consequentialist, and deontological views on the morality of intelligence gathering. What strengths and weaknesses does each view present when used as a yardstick for measuring the moral acceptability of an intelligence operation?
2. Given the problems associated with each of these views, how should we determine right and wrong regarding intelligence issues?
3. The Church Commission detailed numerous incidents of domestic surveillance and harassment conducted by the FBI, CIA, and DoD up through the 1970s.   Were these activities illegal? Were they wrong?
4. How did the promulgation of the original EO 12333 and the enactment of FISA impact US Intelligence Community activities? In what ways did these events reflect Americans' views of their civil liberties?
5. Mary De Rosa argues that the key to balancing privacy and security post-9/11 is effective congressional and executive oversight of existing statutory restrictions. Do you agree?

Section II: The Evolution of Oversight

A. Oversight Pre-1975

1. How would you describe Congressional oversight of intelligence before 1947? What factors led to this approach?
2. What oversight mechanisms were put in place after 1947?
3. What were Congress' primary concerns regarding intelligence during this time?
4. How would you describe the relationship between Congress and the Intelligence Community from 1947-1974? What factors shaped this relationship?
5. What are the three questions essential to good oversight?
6. What issues make intelligence oversight unique from Congress' other oversight responsibilities?
7. Compare and contrast the institutional and investigative approaches to intelligence oversight.

B. Church, Pike, and the Family Jewels
1. Why did the effort to create the Church Committee succeed even though so many previous attempts to strengthen Senate oversight of the Intelligence Community had failed? What changed?
2. How would you characterize the composition of the Church and Pike Committees? What impact did its composition have on its ability to operate?
3. What types of individuals were recruited to the Committees' staffs? In what way did the makeup of the staff help or hinder the Committees' work?
4. Please describe Senator Church's leadership/management style. What were its strengths and weaknesses?
5. Please describe Chairman Pike's leadership/management style. What were its strengths and weaknesses?
6. How did the Committees' relationship with the rest of the Senate, the Executive Branch, and the press impact its performance?

C. The Select Committees
1. In what ways did the Senate Select Committee on Intelligence continue the precedents set by the Church Committee? In what ways did it break with precedent? How had the country's mood changed?
2. Please compare and contrast the chairmanships of Senators Inouye, Bayh, and Goldwater.
3. Please compare and contrast the Brzezinski-Casey view, Turner thesis, and Vance thesis regarding intelligence oversight. Which one best describes the approach taken by the SSCI during this period?
4. How did the press and clientele groups shape the SSCI's agenda?
5. How would you describe the nature of the committee's work on budget oversight, covert action, and legislation during this period? What impact did it have on the Intelligence Community?
6. What was the Iran-Contra scandal? What were its legal and constitutional implications?
7. Why were the perpetrators able to get away with it? Was it a fluke or was it a symptom of more systemic shortfalls in the oversight system? What does this say about Smist's assessment of oversight?
8. How did the oversight system change as a result of the scandal?

D. Post-Cold War Oversight
1. How does Smist characterize HPSCI and SSCI leadership during this period?
2. What action did Congress take on the intelligence budget during this period? What was the rationale for its decision? What role did the Executive Branch play?
3. How would you characterize the confirmation process for Anthony Lake when he was nominated to serve as DCI? What were the reasons for his rough treatment? Did the SSCI and Chairman Shelby act appropriately?
4. What was the Torricelli affair? What implications did it have for intelligence oversight?
5. Were the charges the HPSCI Chairman Goss had an inappropriate pro-CIA bias warranted?
6. McCarthy describes the intelligence oversight provided by the GOP-controlled House and Senate during the Clinton Administration as "influential and effective." Do you agree? Why?

E. Oversight since 9/11
  1. How does Snider characterize the intelligence oversight committees leading up to and after 9/11, compared to their pre-9/11 predecessors?
  2. What shortfalls does Snider identify? How does he propose rectifying them?
  3. What are the challenges facing the US Intelligence Community, according to Best? In what way are they similar/different from the challenges facing the IC before 9/11?
  4. What steps has Congress taken since the 2004 Intelligence Reform Act to modify its oversight powers? What do these steps say about the type of oversight Congress intends to exercise?
  5. What recommendations would you make to the new incoming Chairman of HPSCI for strengthening the committee's oversight role?

F. Executive Branch Oversight Tools
  1. Compare and contrast the oversight capabilities of the Inspectors General and the PIAB/IOB in terms of jurisdiction, authorities, and chain of command. Which approach is more effective?

G. The Role of the Press
  1. What role do the media play in the oversight of intelligence activities?
  2. What responsibilities, if any, do the media have regarding the protection of classified or sensitive national security information?
  3. What procedures do major media outlets follow when they decide to publish classified information that has been provided to them? Are these procedures sufficient?
  4. Should the press be prosecuted for releasing classified information?
  5. How has Wikileaks' publication of the classified information provided to it facilitated intelligence oversight?

NSIS / POLI 3330: U.S. National Security Policy

I. Unit 1 – What Is National Security?
  A. The case-study approach
  B. Realism versus idealism
    1. Idealism: Isolationism, export of democracy and human rights
    2. Realism: "Allies of necessity," détente and the Global War on Terror
  C. Legal authorities
    1. United States Constitution
    2. National Security Act of 1947
    3. War Powers Resolution
    4. PATRIOT, Homeland Security, and Intelligence Reform and Prevention of Terror acts
  D. National security organizations
    1. Executive Office of the President and the National Security Council
    2. Defense
    3. Foreign relations
    4. Law enforcement organizations
    5. Intelligence organizations
  E. The national security process
    1. Truman Administration and NSC-68
    2. Crisis decision-making and Kennedy's ExComm
    3. Nixon Administration and Kissinger's "operationalism"
    4. Bush-Scowcroft reforms
    5. Decision-making after 9/11

II. Unit 13 – Divergent Demands and Changing Philosophies
  A. Unique demands of the counterterrorism fight
    1. Shifting alliances
    2. Force restructuring
    3. Domestic counterterrorism and impact on civil liberties
  B. Preemption in Iraq
    1. Context and the impact of 9/11
    2. Weapons of mass destruction and "evidentiary standards" for intervention
    3. Ramifications for U.S. adversaries
  C. Nation-building and national security
    1. Phase IV of conflict: The easy part?
    2. "Quagmire in the desert" and deployed force levels
    3. Hard lessons learned in governance and democracy

III. Unit 14 - Resurgent Threats
  A. China
    1. Economic dependence as an element of national security
    2. Growth of Chinese economic and political power
    3. Chinese long-term and strategic military development
  B. North Korea
    1. "Irrational-actor theory" and the Kim dynasty
    2. North Korea as an irritant in U.S.-China relations
    3. Preemption redux? North Korea and weapons of mass destruction
  C. Russia
    1. Putin and new thinking about state power relations
    2. Dealing with Russia's Strategy of Indirect Action
    3. To the heart of democracy: Russia and U.S. elections
    4. The problem of NATO as an effective counter to Russian power

NSIS / POLI 3331: Intelligence and Covert Action

Section I: The Intelligence and National Security Bureaucracy

A. What is Intelligence?
  1. How is intelligence different from other government functions?
  2. What does Lowenthal mean when he says, "all intelligence is information, not all information is intelligence?"
  3. Why do governments have intelligence agencies? How is the use of intelligence agencies by liberal democracies different from that of non-democratic governments?

B. The Intelligence Cycle and the "INTs"
  1. What are the challenges facing officials responsible for setting intelligence requirements?
  2. Explain the "wheat vs. chaff" issue in intelligence collection.
  3. What is the TPED problem, what causes it, and how does it impact intelligence?
  4. How does Lowenthal characterize the system for disseminating intelligence to consumers? What are the pros and cons of this system?
  5. Why does Lowenthal fault the traditional intelligence cycle?
  6. How did the Cold War shape US intelligence collection? What impact has that had on our ability to address current threats?

7. How has the US traditionally responded to lapses in intelligence collection? What does this say about our appetite for risk?

C. Intelligence Analysis
  1. How does Lowenthal define "good" intelligence? Do you agree? Why/why not?
  2. What is value-added intelligence? What are some of the challenges to producing it?
  3. What makes a good Intelligence Analyst? Are they born or made?

D. The National Security Policymaking Process
  1. Why were the National Security Council and the NSC staff created?
  2. How have the NSC and NSC staff evolved over the last 50 years?
  3. How would you characterize the US national security policymaking process? What are its strengths and weaknesses?
  4. How do outside actors influence the policymaking process?
  5. What challenges does the NSC process present to Intelligence Community efforts to support it?

Section II: Continuity and Change

A. The US Intelligence Community, Pre-2004
  1. What historical event led to the creation of the Intelligence Community? Why was there no IC until then?
  2. How does the scope and structure of the IC reflect the broader American style of governance?
  3. Do the IC's scope and structure adequately address its primary mission of preventing strategic surprise?
  4. What expectations did decision makers have of the IC during the Cold War and the 1990s?
  5. How did the US approach to the Cold War, and the nature of the Soviet Union, shape IC activities during this time?
  6. What were the responsibilities of the Director of Central Intelligence under the original EO12333? What authorities was he given to carry out those responsibilities?

B. 9/11
  1. Were the 9/11 attacks an example of strategic surprise?
  2. How did the US Government's strategic understanding of the al-Qa'ida threat shape its operational response before 9/11?
  3. What impact did the IC's structure and scope have on its response to the threat from al-Qa'ida before 9/11?

C. The Iraq War
  1. What were the main flaws in the IC's assessment of Iraq's WMD program? Why did the IC get it so wrong?
  2. How do the findings of the WMD Commission parallel those of the 9/11 Commission?
  3. What role did internal IC politics play in this failure?

D. Intelligence Reform
  1. Why was the IC been so successful at resisting reform efforts in the past?
  2. What are the common themes that run through both the 9/11 and WMD commissions' recommendations?
  3. Do the commissions' recommendations fully address the shortfalls they discovered?
  4. Had these recommendations been implemented before 2001, would the 9/11 attacks and/or the Iraq War have been prevented? Will their implementation prevent future intelligence failures?

5. To what extent do the measures contained in the Intelligence Reform Act and the revised EO12333 reflect the commissions' recommendations?
6. Why did the ODNI adopt the particular reform path it did? What are its strengths and weaknesses? What shortfalls have been left unaddressed?

Section III: IC/Customer Interactions

A. Intelligence Analysis and the Policymaker
   1. What were the main criticisms of IC analysis that Jack Davis found in his review of intelligence "post mortems" from the 1990s?
   2. What are the benefits and dangers of close ties between Intelligence Analysts and the policymakers they support? What can be done to mitigate the dangers?
   3. According to the policymakers cited by Davis, what makes for useful analysis?
   4. What does Davis say about the role of politics in policymaking?
   5. Why do policymakers sometimes ignore or reject estimative judgments provided by Intelligence Analysts? How should analysts respond in these situations?
   6. How does Davis define politicized assessment? What role do analysts' biases play in politicization?
   7. In what ways can robust tradecraft defuse policymaker criticism of IC analysis?

B. Case Study: The Iraq WMD National Intelligence Estimate
   1. The WMD Commission quoted an IC official as saying that he would still give the Iraq NIE an "A," despite it being 100% wrong. Why?
   2. Does the Iraq NIE meet Lowenthal or Davis' standards for good analysis?
   3. What flaws did the SSCI find in the judgments put forward in the NIE?
   4. What was the fundamental bias held by analysts involved in drafting the NIE? How did that bias affect their ability to convey the uncertainty inherent in the underlying intelligence information?
   5. Pillar accuses the Bush Administration of embracing some IC judgments, but rejecting or downplaying others, in making its decision to invade Iraq. Disregarding 20/20 hindsight for a moment, was it within the prerogative of the Bush Administration to do so?
   6. How should an analyst respond if he or she believes that key assessments are being overlooked, downplayed, or ignored?
   7. What role should intelligence and the Intelligence Community play in explaining or justifying policy decisions to the American people and the world?
   8. Pillar feels that the Intelligence Community practiced a form of subtle politicization (self-censorship) in its Iraq WMD analysis because it feared criticism from Bush Administration officials. If this did take place, who was responsible and what could have been done to prevent it?
   9. Were the pressures put on the IC during the lead up to the Iraq War any different than those experienced in the past?
   10. Was the IC's role in the Iraq debate consistent with the role intended when it was created?
   11. How will intelligence reform efforts change the role of the Intelligence Analyst in policymaking?

C. Intelligence Support to Operations
   1. How does the role of intelligence as described in Joint Pub 2-0 differ from that outlined by Lowenthal and Davis? What are the pros and cons of this approach?
   2. What challenges do military intelligence and national intelligence have in common? Does military intelligence face unique challenges?
   3. Why is General Boykin critical of intelligence support to special operations? What does he recommend to fix the problems?
   4. What does General Petraeus mean when he writes that intelligence and operations feed each other?

How can this concept be applied to national intelligence?
5. Why does Petraeus recommend pushing analysts to the brigade-level and below? What are the pros and cons of this approach?
6. How has increased attention to counterinsurgency and counterterrorism changed the focus and role of military intelligence?

D. Case Study: The Capture of Abu Musab al-Zarqawi
1. How do the principles of "operationalized intelligence" manifest themselves in the Zarqawi case?
2. In what way did the special nature of TF-145 lead to the success of the operation? What does that say about the military's ability to replicate the model?
3. How does this case reflect the proximity/distance debate outlined by Lowenthal?

E. Policy Implications and Political Consequences of Intelligence Collection
1. How do political concerns shape the means and methods of intelligence collection?
2. DNI McConnell took an active part in what became a very partisan debate over FISA reform. Was that an appropriate role for him to play as an Intelligence Officer?
3. What were the consequences of the EP-3/F-8 collision? Should the personnel responsible for planning and directing EP-3 missions have been aware of the risk of a collision (or similar incident) and the ensuing consequences? What role should their awareness of that risk have played in whether and how the missions were conducted?
4. Are reconnaissance operations a special case, or can other collection methods have broader political consequences if compromised? How so?
5. How should we manage the risks inherent in certain collection operations?
6. Why was George Tenet asked to participate in the Israeli-Palestinian peace talks?
7. In what ways did Tenet's position as DCI help or hinder his role as mediator? How did his role as mediator impact his ability to run CIA and the IC?
8. Why was CIA asked to negotiate the surrender of Libya's WMD program? What were the pros and cons of having CIA lead the negotiations?
9. Tenet was uncomfortable with his diplomatic role in the Israeli-Palestinian case, but embraced it enthusiastically in the Libya case. Why? How were the cases different?
10. What were the long-term consequences of CIA involvement in these cases?

Section IV: Covert Action

A. Covert Action as a Policy Tool
1. What is covert action? What activities typically constitute covert action? What differentiates it from clandestine intelligence collection or the activities conducted by US Special Operations Command?
2. Why do countries conduct covert action? Why is the concept of deniability so important?
3. What types of risk are weighed when policymakers consider covert action?
4. Does covert action blur the line between intelligence and policy? If so, how? Should we continue to use CIA to develop and implement covert action?
5. How was the realist theory of international affairs used to justify covert action at the beginning of the Cold War? What were the shortfalls of this rationale?
6. What are the conditions and constraints for hostilities under the Just War Theory? How does the theory relate to covert action?
7. Is the Just War Theory an appropriate "test" for justifying covert action?

B. Case Study I: The Congress for Cultural Freedom
1. What were the objectives of CIA's support for the Congress for Cultural Freedom? How did the

operation support overall US foreign policy?
2. Why did the support have to take place under the auspices of a covert action? Why was secrecy necessary?
3. Did the operation meet the conditions and constraints of Just War Theory?
4. Was the operation a success?
5. What were the long-term consequences of the operation? Could CIA have foreseen these consequences, and should it have taken them into account when planning the operation?
6. Did the benefits of the operation outweigh the consequences?

C. Case Study II: Anti-Soviet Activities in Afghanistan
1. What were the initial objectives of the covert action in Afghanistan? How did the operation advance overall US policy goals?
2. Why did US support for the Afghan rebels have to take place under the auspices of a covert action? Why was secrecy necessary?
3. In what way did the operation's scope and scale change over time? What factors led to these changes? What does this say about covert action's utility as a policy tool?
4. How did CIA's relationship with foreign partners in the region shape the covert action?
5. Did CIA's participation in the Afghanistan covert action color its analysis of events in the region? If so, how?
6. Did the operation meet the conditions and constraints of Just War Theory?
7. Was the operation a success?
8. What were the long-term consequences of the operation? Could CIA have foreseen these consequences, and should it have taken them into account when planning the operation?
9. Did the benefits of the operation outweigh the consequences?

NSIS / POLI 3332: Insurgency and Counterinsurgency

Section I: Insurgency Theory

A. Mao Tse Tung
1. How does guerrilla warfare fit into Mao's concept of revolutionary warfare? What roles and functions do guerrillas play?
2. What are the seven steps of guerrilla warfare according to Mao?
3. What are the characteristics of guerrilla warfare in Mao's view?
4. What did Mao mean when he said, "The [people] may be likened to water and [guerrillas] to the fish who inhabit it."?
5. Explain the role of political activity in Mao's concept of revolutionary warfare.
6. Is Mao's approach to insurgency truly universal, or is it best suited to specific economic, social, political, and/or geographic conditions?

B. "Che" Guevara
1. What did Che believe were the ideal conditions for guerrilla warfare?
2. What role does the guerrilla play in Che's concept of people's war?
3. What are the characteristics of successful guerrilla operations, according to Che?
4. Che hoped to inspire a continent-wide insurgency in Latin America, but the only country where leftist revolutionaries remain active to a significant degree is Colombia. Why? What does that say about Che's approach to insurgency?
5. What role do bases or safe areas play in Mao and Che's concept of insurgency?

6. Compare and contrast Mao and Che's approaches to insurgency and guerrilla warfare.

C. Vo Nguyen Giap
   1. What made the fight against France and (later) the United States a "people's war," according to Giap?
   2. How does Giap describe the defining characteristics of guerrilla warfare?
   3. What role does political work play in Giap's strategy?
   4. Explain the relationship of guerrilla warfare and regular warfare to Giap's idea of people's war.
   5. Why are base areas important to Giap's strategy?
   6. Some US military thinkers have challenged the idea that the United States lost the Vietnam War because it could not counter the "people's war" strategy employed by communist forces. These individuals argue that "people's war" in Vietnam failed: the communist guerrillas in South Vietnam were defeated after the 1968 Tet Offensive, and that communist forces did not regain the initiative until they adopted a conventional warfare strategy. What are the strengths and weaknesses of this argument?

D. Global Jihadist Insurgency
   1. What is the goal of the global Islamic insurgency outlined by Zawahiri?
   2. How does Zawahiri justify attacks against ostensibly non-combatant targets such as relief agencies and news organizations?
   3. What does Zawahiri mean when he says "there is no solution without Jihad"?
   4. What are the characteristics essential for the success of members of the Jihadist movement?
   5. Discuss the importance of the "mobilization of the nation" in Zawahiri's concept of insurgency.
   6. Why are causes such as Afghanistan, Palestine, and Chechnya so important to Zawahiri's strategy?
   7. Zawahiri stresses the need for the Jihad to seize and control a piece of land in the heart of the Muslim world. Why?
   8. What is the litmus test Zawahiri suggests his followers use when decided whether to launch an attack?
   9. What role do attacks against American, Russian, and Israeli targets play in Zawahiri's strategy?
   10. Why does Zawahiri justify the use of martyrdom operations (aka suicide attacks)?
   11. Is Zawahiri's strategy a new approach to insurgency, or is it just a rehash of Mao and Che's theories on the subject?

Section II: Counterinsurgency Theory

A. "Hearts and Minds"
   1. According to Galula, which side has the initiative in an insurgency? Why?
   2. What is the center of gravity of any insurgency/counterinsurgency?
   3. What are the five steps of the orthodox insurgency doctrine?
   4. According to Galula, what role does terrorism play in an insurgency?
   5. Explain $M*L*P2=V$.
   6. What are some options a counterinsurgent can employ during a "cold" revolutionary war?
   7. What are Galula's four laws of counterinsurgency?
   8. What is the active minority and why is it important to counterinsurgency efforts?
   9. What are Galula's eight steps of counterinsurgency?
   10. What are red, pink, and white areas?
   11. Galula argues that static units need to live among the local population. What is the role of static units and why do they need to live among the population?
   12. Why does Galula believe it is important to control the population?
   13. How does Galula suggest that the counterinsurgent destroy the insurgents' underground political organization?
   14. What is the purpose of electing and testing new local leaders in Galula's counterinsurgency strategy?

15. What role do national (or foreign) counterinsurgency forces play once local leaders have been put in place?
16. How universal are Galula's ideas about counterinsurgency?

B. "Eating Soup with a Knife"
1. What were the characteristics of the British Army that Nagl believes made it so well suited to counterinsurgency?
2. What should the ideal counterinsurgency force look like, according to Nagl?
3. Can the US military be optimized as a counterinsurgency force? What would be the downside of doing so?

C. "The Weapons that Do Not Shoot"
1. Explain the concept of organic systems. How does this concept apply to insurgencies and counterinsurgency?
2. What characteristics do insurgencies share with organic systems?
3. What are some of the elements that make up an insurgency, according to Kilcullen?
4. How does the idea of critical mass undermine Galula's theory of population-centric counterinsurgency?
5. How would a strategy of disaggregation work, according to Kilcullen?
6. Why is defining "normality" so important in counterinsurgency?
7. Explain the role of cultural capacity in counterinsurgency.

Section III: Case Studies

A. Algeria and Indochina
1. Explain whether/how the Viet Minh insurgency in Indochina met the prerequisites for a successful insurgency.
2. Please describe the French strategy for dealing with the Viet Minh. How did the strategy evolve over time?
3. What innovations resulted from France's successful defense of the Tonkin Delta in 1951?
4. Explain the significance of Dien Bien Phu.
5. Why did the French lose in Indochina?
6. Why did the FLN in Algeria have trouble gathering popular support? How did it address this issue?
7. Please describe the French Government response to the FLN's 1954 offensive. How did it shape the future of the insurgency?
8. The "Battle of Algiers" (1956-1957) is regarded as a tactical victory for France, but a strategic defeat. Please explain.
9. Why was it so difficult for France to address the grievances of the FLN and related groups in Algeria?

B. The Malaya Emergency
1. What grievances inspired the insurgency in Malaya?
2. How did the British strategy in Malaya evolve over the course of the insurgency?
3. What contributions did Lt Gen Sir Gerald Templar make to the counterinsurgency in Malaya?
4. What tactical counterinsurgency innovations resulted from the Malaya Emergency?
5. Did the MCP lose the insurgency in Malaya, or did the British win it? Explain.

C. The Vietnam War
1. Describe the approach the MAAG and later MACV took to helping the Republic of Vietnam fight the Viet Cong insurgency in the late 1950s and early 1960s. Was it successful? Why/why not?
2. US combat operations in Vietnam succeeded in killing vast numbers of enemy fighters, but had little

impact on the insurgency. Why?
3. What was the CIDG Program?
4. What was the CORDS Program?
5. Why was the Tet Offensive regarded as a defeat for the US, even though communist forces were crushed during the battles?

D. Northern Ireland
1. To what extent did the "Troubles" in Northern Ireland meet the prerequisites of a successful insurgency?
2. What impact did the internment of PIRA officials in the 1970s have on British and PIRA strategies?
3. How did the 1981 Hunger Strike shape British efforts?
4. Explain the strategy of deterrence employed by the British military in response to the PIRA long war strategy.

E. Iraq
1. Who were the insurgents in the Iraq War? What were their grievances and goals?
2. What impact did the US military and political strategies in Iraq have on the insurgency?
3. What operational innovations did MG David Petraeus introduce while commanding US forces in northern Iraq?
4. Explain the clear-hold-build strategy employed in Tal Afar, Al Qa'im, and elsewhere.
5. Why did US efforts to rebuild the Iraqi Army fail to help quell the insurgency?

F. Afghanistan
1. What caused the insurgency in Afghanistan to take hold after the fall of the Taliban?
2. What generalizations did coalition forces have about the nature of the insurgency in Afghanistan?
3. How did US tactics in the early phases of OEF shape the insurgency?
4. How did the role of US forces in Afghanistan change after 2006?
5. What were PRTs? What role did they play in counterinsurgency efforts in Afghanistan?
6. What were the lingering weaknesses in counterinsurgency efforts in Afghanistan after 2007?

NSIS / POLI 3333: Espionage, Counterintelligence and Strategic Deception

Section I: Espionage

A. What is Espionage?
1. How do we define espionage?
2. Explain the roles of the Case Officer/Operations Officer and the Asset/Agent.
3. What are some alternatives to the Case Officer/Asset model of espionage? What are their strengths and weaknesses?
4. Explain the differences between Diplomatic/Official Cover and Non-Official Cover (NOC). What are the advantages/disadvantages of each?

B. The Recruitment Cycle
1. What did Dewey Clarridge say were the skills needed to recruit an asset? What does this tell us about the nature of espionage?
2. Explain the Recruitment Cycle.
3. Ideally, what sort of relationship should a Case Officer establish with an Asset?
4. Why do the Western powers shy away from coercive recruitments?
5. What is a "false flag" recruitment?

6. What is a cold pitch?
7. What does the Adamski case tell us about the nature of asset recruitment? How would you characterize the approach taken by Clarridge?
8. Why are "Walk Ins" more common (and more successful) than traditional recruitments?
9. Explain MICE.
10. What are some of the reasons that motivate assets to spy? Are assets motivated by one reasons more dependable than those motivated by another?
11. What motivated Popov and Penkovsky?

C. Spotting and Assessing: Why do People Spy?
1. What were some of the challenges George Kisevalter faced when running Popov? What qualities did he bring to the case that made running Popov easier?
2. The real-life Popov case and the fictional Ramius case suggest that a would-be asset's motivations are never simple. How did the various motivations in these cases affect the success of the assets?
3. How did the nature of the Soviet Union both enable and complicate Western efforts to recruit assets during the Cold War? How is this reflected in the Penkovsky case?
4. Why was Penkovsky such a useful asset?
5. The Penkovsky case was a high-risk operation; one that cost Penkovsky his life. Were the results of the operation worth the risk?
6. What does the Penkovsky case tell us about the proper use of espionage as an intelligence collection technique?
7. Why did the Soviet Union have so much success using "honey traps" as a means of recruitment? Why did the Western powers have difficulty applying this approach?
8. What is fabrication? What motivates it and what is the secret to a successful long-term fabrication effort?

D. "Sticks and Bricks, Flaps and Seals:" Espionage Tradecraft
1. What is "tradecraft" in the context of espionage? Why is careful tradecraft so important?
2. What are some of the day-to-day activities associated with running an asset that require careful use of tradecraft?
3. What are some examples of tradecraft techniques? How are they used?
4. What impact does tradecraft have on the nature of espionage and its utility as an intelligence collection technique?
5. What does Tony Mendez' effort to break "Moscow Rules" tell us about the strengths and limitations of espionage tradecraft?

E. Case Study of a Traitor: Ana Montes
1. How was Montes recruited? How was she spotted and assessed? Why was she an attractive candidate for recruitment? What approach did the Case Officer(s) take?
2. Discuss Montes' motivation for committing espionage.
3. What challenges did Montes' Case Officers face in handling her?
4. How did Montes' career as a Cuban spy impact her personal and professional life?
5. What examples of tradecraft do we see in the Montes case?
6. How did Ana Montes get caught?
7. What parallels do you see between the Montes case and the Popov, Penkovsky, and Philby cases?
8. Would you have recruited Montes as an asset? What advice would you have given her case officer about running her more effectively?
9. Was the risk of recruiting Montes worth the reward?

Section II: Counterintelligence

A. What is Counterintelligence?
   1. What are the three types of security relevant to intelligence activities? What are some activities/practices associated with them?
   2. What is counterintelligence? How is different from security? How is it related?
   3. What is counterespionage? How is it related to espionage and to counterintelligence?
   4. What would be some other branches of counterintelligence?
   5. What are some of the traits needed by a CI officer, according to Johnson? Why do you think they're so important? How do these skills relate to those needed by an Analyst or a Case Officer?

B. Double Agents and Moles
   1. What are double agents? What purpose do they serve? How are they different from penetration agents?
   2. What is a playback?
   3. What was the Szmolka case? How does it illustrate the value of double agents, as well as the risks and limitations of such operations?
   4. What is a provocation agent? How are they different from playbacks?
   5. What are some of the challenges inherent in successful provocation agent operations?
   6. How do you recruit double agents?
   7. What do double agents operations suggest about the (ideal) relationship between CI and Security officers?
   8. How would you describe the nature of the relationship between a Case Officer and a double agent? Do you see any similarities to the relationship in espionage operations?
   9. Why are double agent operations more difficult to terminate?
   10. What are the challenges to building a convincing double agent operation? What are some of the tough decisions CI officers have to make? Why is inter-agency cooperation so important?

C. Defectors
   1. What is a defector? How are defectors different from refugees, political dissidents, and asylum seekers?
   2. What are the strengths and limitations of defectors as a source of intelligence and counterintelligence information?
   3. Under what circumstances might you induce someone to defect, as opposed to recruiting them as a penetration/mole?
   4. What are the steps to a successful defection operation?
   5. What are the risks associated with running a defection?
   6. Why is successful resettlement of the defector so important?

D. Case Study of a Traitor II: Aldrich Ames
   1. Was Ames a penetration/mole, a double agent, or a defector? Explain how you arrived at that conclusion.
   2. What sort of information did he provide (intelligence or counterintelligence)?
   3. How was he recruited and/or induced, and what was his motivation?
   4. How was he caught?
   5. What does the Ames case tell us about security and counterintelligence in the US Intelligence Community in the 1980s-1990s?

Section III: Strategic Direction

A. What is Strategic Deception?
   1. What is Strategic Deception? How does it differ from most other Intelligence Community activities?
   2. What are the steps to a successful deception operation?
   3. What aspects of counterintelligence are essential to a successful strategic deception?

B. Case Study: Operation Bodyguard
   1. What was Operation BODYGUARD/FORTITUDE?
   2. Who came up with the name BODYGUARD and why?
   3. How do we see the steps of a successful deception operation exhibited in BODYGUARD/FORTITUDE?
   4. What role did London Controlling Section and the Twenty Committee play in the operation?
   5. Why was coordination among the Allied intelligence services, counterintelligence agencies, and military branches so important to the operations success?

NSIS / POLI 3334: Fundamentals of Defense Intelligence

IV. Unit 2 – The Defense Intelligence Community
   F. Legal authorities
      1. National Security Act of 1947
      2. The role of defense intelligence in the Intelligence Community
      3. The legal limits of defense intelligence collection
   G. Defense intelligence architecture
      3. National-level agencies
      4. Service centers
      5. Other defense intelligence activities
   H. Defense intelligence customers
      5. National Security Council
      6. Office of the Secretary of Defense and the Joint Staff
      7. The acquisition community
      8. The warfighter

V. Unit 4 – Warning
   D. Warning taxonomy
      1. Types of warning
      2. Use of indicators
      3. Multiple phenomenology
   E. Strategic warning
      1. Political and military indicators
      2. Strategic warning and the policy maker
      3. Strategic warning and the acquisition community
   F. Tactical warning
      1. Military indicators
      2. Collection issues
      3. Response times

VI. Unit 10 – Denial and Deception
   D. Taxonomy
      1. Denial
      2. Deception
      3. Ingredients for success

E. Strategic deception
    4. Political and economic deception
    5. Japanese preparations for attack, 1940-1941
    6. Operation FORTITUDE, 1943-1944
    7. Strategic deception and arms control, 1980s
    8. Saddam, Iraq and weapons of mass destruction
F. Tactical deception
    4. Tools of the trade
    5. Serbian deception and Operation ALLIED FORCE
    6. Russia-Georgia, 2008
    7. Russia-Ukraine, 2014

NSIS / POLI 3335: Congress and National Security

Section I: The Role of the Legislature

A. A Conceptual Framework for the American Experiment in Democracy
    1. Historical Basis
    2. Constitutional Basis
B. The Nature of Congress and Constitutional Government
    1. Legislators' Duties and Tasks
    2. Role of Congress

Section II: Internal Dynamics

A. Recruitment, Running, Governing
    1. Candidates
    2. Campaigns
    3. Responsibilities of a Legislator

B. Leaders and Parties
    1. House Leadership
    2. Senate Leadership
    3. Party Caucuses and Committees

C. Organization and Processes
    1. Committees
    2. Rules and Procedures (House vs. Senate)
    3. Decisionmaking

D. The House, the Senate, and the Executive Branch
    1. Congress and the President
    2. Congress and the Bureaucracy
    3. Relations between the House and Senate

Section III: Congress' National Security Powers

A. The Budget and the Budget Process

1. Authorization
2. Appropriation
3. "Backdoor Spending"
4. War Powers
5. The Intelligence Budget

B. The Oversight Process
1. Hearings and Investigations
2. Mandatory Reports
3. Inspectors General

C. Confirmation and Ratification
1. "Advice and Consent"
2. Treaties

D. The Bully Pulpit
1. Persuading the Public and the Executive

Section IV: External Influences

A. Impact of Domestic Politics
1. Constituent views of national security issues
2. Trade and defense industries

B. Role of Special Interests
1. Types of lobbying
2. Fundraising and Re-election

NSIS / POLI 3365: Homeland Security

SECTION ONE: INTRODUCTION
Homeland Security: The Concept, the Organization
- Historic overview of the terrorist threat
- Hazards

Readings: Bullock, Haddow and Coppola – Chapters 1, 2, 3

SECTION TWO: STRUCTURE
Governmental Homeland Security Structures
- Intelligence and Counterterrorism
- Border Security, Immigration, and Customs Enforcement
- Transportation Safety and Security
- Cybersecurity and Critical Infrastructure

Readings: Bullock, Haddow and Coppola – Chapters 4, 5, 6, 7, 8

SECTION THREE: RESPONSE
All-Hazards Emergency Response and Recovery
- Mitigation, Prevention, and Preparedness

- Communications

Readings: Bullock, Haddow and Coppola – Chapters 9, 10, 11

SECTION FOUR: FUTURE
The Future of Homeland Security
- Science and Technology

Readings: Bullock, Haddow and Coppola – Chapters 12 & 13

NSIS / POLI 3380: Propaganda and Politics

Area: 1 Overview of Society and Techniques of Propaganda

    A. How Elites maintain Control
    B. Techniques of Propaganda
    C. Ways or resisting propaganda

Area: 2

    A. Propaganda in Dictatorships. Focus on North Korea, Soviet Union/Russia, and Nazi Germany
    B. Propaganda in Democracies: Focus on United States and Europe

Area: 3

    A. Business Marketing
    B. Nomenclature

NSIS / POLI 4440: Military Justice

SECTION ONE: INTRODUCTION
Overview of the Military Justice System
- Court-Martial Personnel
- Unlawful Command Influence
- Professional Responsibility

Readings: PMJ – Chapters 1, 21, 2, 43

SECTION TWO: UCMJ CRIMES
Crimes
- Improper Superior-Subordinate Relationship
        - Fraternization
- Victim/Witness Assistance Program
- Urinalysis

Readings: PMJ – Chapters 5, 46, 52, 44

SECTION THREE: STRUCTURE
The structure of the system
- Administrative actions
        - Nonjudicial Punishment (NJP)
- Summary Court
- Jurisdiction and Competence
- Military Extraterritorial Jurisdiction Act (MEJA)

Readings: PMJ – Chapters 8, 9, 10, 55

SECTION FOUR: RIGHTS
Rights of servicemembers
- Evidence
- Speedy Trial
        - Pretrial Restraint and Pretrial Confinement
- Self Incrimination
- Search and Seizure

Readings: PMJ – Chapters 37, 11, 12, 14, 16

NSIS / POLI 4445: Law of Armed Conflict / International Humanitarian Law

SECTION ONE: INTRODUCTION
I.   Introduction
        Principles of International Humanitarian Law
        -   Distinction
        -   Military Necessity
        -   Proportionality
        -   Humanity / Unnecessary Suffering
        Command Responsibility
        War Crimes

SECTION TWO: CRIMES AGAINST HUMANITY
II.   Crimes Against Humanity
        -   London Charter
        -   Rome Convention

SECTION THREE: GENOCIDE
III.   1948 Genocide Convention
        - Race
        - Religion
        - Ethnicity
        - Nationality

SECTION FOUR: ACCOUNTABILITY
IV.   Forums for Prosecution and Defenses
        - International, Hybrid, and Domestic Tribunals

<u>**NSIS / POLI 4455: Model United Nations**</u> (1-12 credits and may take up to four times).

Area 1: Learn how to be a delegate and how to function at a Model United Nations

    A. Learn about our country

    B. Learn the rules of procedure and how to write position papers and resolutions

    C. Learn to interact professionally with students from around the world

Area 2: Attend the Model United Nations

    A. Interact with students from many differing races and cultures

    B. Be part of the agenda setting and resolution writing process.

Area 3: Review for next year

    A. Detect issues where improvement can be made for next year and decide on improvements

    B. Team building exercises

New NSIS / POLI / CRIM Courses:

<u>NSIS / POLI / CRIM 4430: National Security Law</u>

Area 1: The Framework of the US National Security Apparatus
    A. Understanding the Constitutional Text in National Security Matters
    B. The History of the Separation of National Security Powers
    C. The President's National Security Powers
    D. Congress's National Security Powers
    E. The Court's National Security Powers

Area 2: Intelligence Operations and Collection
    A. Organizing the Intelligence Community
    B. Oversight and National Security
    C. The Fourth Amendment and National Security
    D. Congressional Authority for Foreign Intelligence

Area 3: Surveillance in National Security Investigations
    A. Foreign Intelligence Surveillance Act (FISA)
    B. Electronic Surveillance for Foreign Intelligence
    C. Data-Mining
    D. Screening for Security

Area 4: Detaining Terrorist Suspects

A. Preventative Detention
B. Habeas Corpus Before 9/11
C. Habeas Corpus after 9/11
D. Military Detention
E. Interrogating Terrorists

NSIS / POLI / CRIM 4435: Intelligence Law

Area 1: The Framework of the US National Security Apparatus
A. Understanding the Constitutional Text in National Security Matters
B. The History of the Separation of National Security Powers
C. The President's National Security Powers
D. Congress's National Security Powers
E. The Court's National Security Powers

Area 2: Introduction to Intelligence Law
A. Organizing the Intelligence Community
B. Oversight and National Security
C. The Fourth Amendment and National Security
D. Congressional Authority for Foreign Intelligence

Area 3: Laws Effecting National Security Investigations
A. Executive Order 12,333
B. Authority for Intelligence Activities
C. Foreign Intelligence Surveillance Act (FISA)
D. Habeas Corpus Before and After 9/11
E. Intelligence Reorganization After 9/11

Area 4: Interrogating Terrorists Suspects
A. When Does Interrogation Become Torture
B. Legal Standards for Interrogations
C. International Law
D. Domestic Law

New POLI Courses:

POLI 3385: Politics in Film and Fiction
SECTION ONE: Introduction and Course Overview
- The role of film and fiction in politics
- Politics and political parties impact on the movie industry
  - The role of Hollywood money in Washington DC
Reading:
• Christensen, Terry, *Reel Politics:American Political Movies from* Birth of a Nation *to* Platoon (New York: Basic Blackwell, 1987): Forward ("Messages Are Not Only for Western Union").

• Giglio, Ernest, *Here's Looking at You: Hollywood, Film & Politics, Third Edition* (New

York: Peter Lang Publishers, 2010): Chapter 1 ("The Hollywood-Washington

Connection").

- Iyengar, Shanto, *Is Anyone Responsible?* (Chicago, University of Chicago Press,

  1987): Chapters 2 ("Framing Effects of News Coverage"), 3 ("Methods of Research") and 5 ("Effects of Framing on Attributions of Responsibility for Poverty, Unemployment, and Racial Inequality").

SECTION TWO: Presidential Elections
- What does a presidential candidate need to do to successfully win his or her party's nomination?
>   *- Film:* "Primary Colors" (1998)
>   *- Readings:*

- Popkin, Samuel L., *The Candidate: What It Takes to Win – and Hold – the White House* (New York: Oxford University Press, 2012): Chapter 4 ("Challenger Case Study: The Search for the Experienced Virgin").
- Sides, John and Lynn Vavreck, *The Gamble: Random, or Romney?* (Princeton: Princeton University Press, 2013): Chapters 3 ("Random, or Romney?") and 4 ("All In").

- What factors determine whether an incumbent president wins reelection?
>   *- Film:* "The War Room" (1993)
>   *- Reading:*
>   • Sides, John and Lynn Vavreck, *The Gamble: Random, or Romney?* (Princeton: Princeton University Press, 2013): Chapters 2 ("The Hand You're Dealt"), 5 ("High Rollers"), 6 ("The Action"), and 7 ("The Winning Hand").

SECTION THREE: Congress
- Why are so few Congressional elections competitive (i.e., won by a small margin)?
>   *- Film:* "The Distinguished Gentleman" (1992)
>   *- Reading:*
>   • Jacobson,GaryC.,*ThePoliticsofCongressionalElections,EighthEdition*(NewYork: Pearson, 2012): Chapters 3 ("Congressional Candidates") and 5 ("Congressional Voters").
>   • Abramowitz, Alan I., Brad Alexander, and Mathew Gunning, 2006, "Incumbency, Redistricting, and the Decline of Competition in U.S. House Elections," *Journal of Politics* 68(1): pp. 75-88 .
- How do elections affect the behavior of members of Congress in office?
>   *- Film:* "Charlie Wilson's War" (2007)
>   *- Reading:*
>   • Mayhew, David, *Congress: The Electoral Connection, Second Edition* (New Haven: Yale University Press, 1974): Part I.

POLI 3390: Law and the Legal System

Section I: Introduction to Law
Definition and origins of law
- difference between European-American conceptions of law
        - common law and civil law.
- legal development and history
- US legal system

Readings for Section I: Abadinsky – chs. 1, 2, 3, 6, and 7; and Dean - all.

Section II: The Legal Community
- actors in the legal community
        - judges and lawyers
- development of the legal community
        - nature of legal education
        - work of judges and lawyers.

Readings for Section II: Abadinsky – chs. 4, 5, and 9.

Section III: Civil justice
- examine the role of the legal system in resolving private disputes.
        - the debate over the so-called litigation explosion
- examine the role of juries in the justice system.

Readings for Section III: Abadinsky – chs. 12, 14; Abel – ch. 18 (only recommended); and Stern-all.

Section IV: Criminal Justice
- examine the work of the criminal justice system
        - Jury selection
        - Court procedures
- intersection of constitutional law and the rights of criminal defendants.

Readings for Section IV: Abadinsky – chs. 10, 13, 8; Abel – chs. 7, 9, and 15(these three chapters are only recommended); and Tucker - all.

POLI 3395: Supreme Court of the United States
SECTION 1: INTRODUCTION
- The Founding and Judicial Review
Readings: Marbury v. Madison; Ex Parte McCardle; Federalist Paper #78
- Court's History
Readings: Baum Ch. 1; McCloskey Ch. 2 – 4, 7, 8
SECTION 2: DECISION MAKING
- Internal Institutions of the Court
Readings: Baum Chapter 4; SCAMR Chapters 1, 2, 3
- Judicial Decision Making Model.
Readings: SCAMR Chapters 4, 5, 6, 7, 8, 9, 10
SECTION 3: STRUCTURE
- Judicial Appointments
Readings: Baum Chapter 2
- The Legislature and the Executive
Readings: Baum Chapter 2; McCulloch v. Maryland; Bush v. Gore; In re Neagle; US v. Nixon; US v. Curtis-Wright Export
SECTION 4: CIVIL RIGHTS
- Incorporating the Bill of Rights
Readings: Barron v. Baltimore; Hurtado v. CA; Palko v. Connecticut; Duncan v. LA.
- Freedom of the Press

Readings: NY Times v. U.S.; Near v. Minnesota
- *Freedom of Religion*
Readings: Cantwell v. CT; Sherbert v. Verner; WI v. Yoder; Lemon v. Kurtzman; Agostini v. Felton; Employment Division, Department of Human Resources of Oregon v. Smith; City of Boerne v. Flores
- *Civil Rights*
Reading: Dred Scott v. Sandford; Plessy v. Fergusson, Brown v. Board of Education; Grutter v. Bollinger
- *Protection of the criminally accused*
Readings: Loving v. Virginia; Bowers v. Hardwick; Lawrence v. Texas; Mapp v. Ohio; Wolf v. Colorado; US v. Leon; Escobedo v. Illinois; Miranda v. Arizona

APPENDIX C: COURSE OUTCOMES

New NSIS / POLI Courses:

NSIS / POLI 3315: National Security and Intelligence

Outcomes and Measures

Explain core US national security interests	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Articulate how global events affect those interests	Critical Review	Seventy percent of students will earn a "B" or higher on the measure.
	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Explain the US national security policy making process	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Identify the means and methods available to the US Government for protecting national security interests	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.

NSIS / POLI 3325: The Politics of Intelligence

Outcomes and Measures

Describe the intelligence oversight process.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
	Mock Hearing	Seventy percent of students will earn a "B" or higher on the measure.
Learn the responsibilities and authorities of the executive and legislative branches of government in that process.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.

	Critical Review	Seventy percent of students will earn a "B" or higher on the measure.
Be familiar with the restrictions placed on US Intelligence Community activities.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Describe the constitutional basis of these restrictions.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.

NSIS / POLI 3330: U.S. National Security Policy

Course outcomes

Desired outcome	Measures of performance	Satisfactory performance standard
Demonstrate key U.S. national security decision-making mechanisms and processes since World War II.	Online assignment 1 Test 1 Final exam	Score of 7 out of 10 points Score of 11 out of 15 points Score of 14 out of 20 points
Describe types of state threats to U.S. national security and U.S. responses to those threats.	Online assignments 1, 2, 4 Test 1 Test 2 Final exam	Score 7 out of 10 points for each assignment Score 11 out of 15 points Score 11 out of 15 points Score 14 out of 20 points
Evaluate types of kinetic non-state threats to U.S. national security and U.S. responses.	Online assignments 3, 4 Test 2 Final exam	Score 7 out of 10 points for each assignment Score 11 out of 15 points Score 14 out of 20 points
Characterize emerging non-kinetic threats to U.S. national security, such as adversarial cyber and economic actions, and environmental, global economic and public-health threats.	Online assignment 4 Test 2 Final exam	Score 7 out of 10 points Score 11 out of 15 points Score 14 out of 20 points

NSIS / POLI 3331: Intelligence and Covert Action

Outcomes and Measures

Explain the role of the Intelligence Community in informing national security policy.	Written Exam	Seventy percent of students will earn a "B" or higher on the

		measure.
Explain the role of the Intelligence Community in implementing national security policy.	Critical Review	Seventy percent of students will earn a "B" or higher on the measure.
Identify the role of the Intelligence Analyst.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Describe the role of Covert Action as a national security policy tool.	Mock NSC Meeting	Seventy percent of students will earn a "B" or higher on the measure.

NSIS / POLI 3332: Insurgency and Counterinsurgency

Outcomes and Measures

Analyze the difference between insurgency and other forms of violent/non-violent political dissent.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Construct the historical evolution of insurgency.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Investigate the political, economic, and social causes of insurgency.	Case Study	Seventy percent of students will earn a "B" or higher on the measure.
Differentiate the strengths and weaknesses of insurgent tactics.	Case Study	Seventy percent of students will earn a "B" or higher on the measure.
Develop the concept of population-centric counterinsurgency.	Case Study	Seventy percent of students will earn a "B" or higher on the measure.
Critique the importance of cultural awareness in counterinsurgency.	Case Study	Seventy percent of students will earn a "B" or higher on the measure.

NSIS / POLI 3333: Espionage, Counterintelligence and Strategic Deception

Outcomes and Measures

NSIS 3333: Espionage,		

Counterintelligence, and Strategic Deception		
Describe the role that espionage, counterintelligence, and strategic deception play in US national security.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Appreciate the differences among these concepts, their basic tradecraft, as well as their strengths and weaknesses.	Case Study	Seventy percent of students will earn a "B" or higher on the measure.
Reflect on the moral implications and consequences associated with these tools.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.

NSIS / POLI 3334: Fundamentals of Defense Intelligence

Course outcomes

Desired outcome	Measures of performance	Satisfactory performance standard
Describe the role of military intelligence agencies within the larger U.S. intelligence community.	Online assignment 1 Test 1 Final exam	Score of 7 out of 10 points Score of 11 out of 15 points Score of 14 out of 20 points
Differentiate between the requirements of strategic, operational and tactical intelligence.	Online assignments 1, 2 Test 1 Final exam	Score 7 out of 10 points for each assignment Score 11 out of 15 points Score 14 out of 20 points
Describe the types and phenomenology of defense warning.	Online assignment 3 Test 2 Final exam	Score 7 out of 10 points Score 11 out of 15 points Score 14 out of 20 points
Characterize types of defense intelligence collection.	Online assignments 2, 3 Test 1 Test 2 Final exam	Score 7 out of 10 points for each assignment Score 11 out of 15 points Score 11 out of 15 points Score 14 out of 20 points
Describe defense intelligence analytic techniques	Online assignments 1, 3 Test 1 Test 2 Final exam	Score 7 out of 10 points for each assignment Score 11 out of 15 points Score 11 out of 15 points Score 14 out of 20 points

NSIS / POLI 3335: Congress and National Security

Outcomes and Measures

Identify the constitutional	Written Examination	Seventy percent of

national security powers of Congress.		students will earn a "B" or higher on the measure.
Explain the informal national security powers of Congress.	Written Examination	Seventy percent of students will earn a "B" or higher on the measure.
Discuss the factors in congressional campaigns and elections that impact national security policy.	Mock Action Memo	Seventy percent of students will earn a "B" or higher on the measure.
Examine the role of political parties in Congress and how they impact national security policy.	Mock Action Memo	Seventy percent of students will earn a "B" or higher on the measure.
Explain how committees and rules affect legislation related to national security policy.	Mock Hearing	Seventy percent of students will earn a "B" or higher on the measure.
Relate how congress interacts with the president; the bureaucracy; and the courts on national security policy issues.	Written Examination	Seventy percent of students will earn a "B" or higher on the measure.
Describe how special interest groups influence Congress on national security issues.	Written Examination	Seventy percent of students will earn a "B" or higher on the measure.

NSIS / POLI 3365: Homeland Security

Outcomes and Measures

Consider the definition and historical evolution of homeland security from its origins in civil defense and emergency management.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
	Online Discussion	Seventy percent of students will earn a "B" or higher on the measure.

Assess the modern threat of international and domestic terrorism and weapons of mass destruction (WMD).	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
	Online Discussion	Seventy percent of students will earn a "B" or higher on the measure.
Relate fundamental principles of emergency management and homeland security for all man-made and natural hazards and disasters, including terrorism and WMD.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.
Analyze the national homeland security system, including federal, tribal, state and local agencies, organizations and programs within the broader context of the American system of federalism and separation of powers.	Written Exam	Seventy percent of students will earn a "B" or higher on the measure.

NSIS / POLI 3380: Propaganda and Politics

Course Outcomes:

Outcome 1: Recognize and describe techniques of propaganda and recognize and describe how to use these techniques to influence political behavior

Measured by test questions in two exams, a term paper, and knowledge demonstrated in class discussions. 70% of the class will score 70% or higher on each of these measures.

Outcome 2: Identify the political use of propaganda in both dictatorial and democratic societies.

Measured by test questions in two exams, a term paper, and knowledge demonstrated in class discussions. 70% of the class will score 70% or higher on each of these measures.

Outcome 3: Explain how important and powerful corporations use propaganda to increase their own sales and decrease the sales of others.

Measured by test questions in two exams, a term paper, and knowledge demonstrated in class discussions. 70% of the class will score 70% or higher on each of these measures.

Outcome 4: Explain how knowledge of human psychology can help with dissemination of successful propaganda.

Measured by test questions in two exams, a term paper, and knowledge demonstrated in class discussions. 70% of the class will score 70% or higher on each of these measures.

NSIS / POLI 4440: Military Justice

Outcomes and Measures

Consider the historical evolution of the United States' military justice system from its origins to its effective practice today.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Critique the balance between rights provided the accused in the military justice system with those rights provided to defendants in the civilian justice system as well as the challenges of balancing national security with constitutionally guaranteed civil liberties.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Assess the various levels of courts-martial (Summary, Special and General) and the role of the participants in each court-martial.	Written Exam	70% of students will earn a "B" or higher on the measure.
Relate fundamental principles of Unlawful Command Influence and professional responsibility.	Written Exam	70% of students will earn a "B" or higher on the measure.

NSIS / POLI 4445: Law of Armed Conflict / International Humanitarian Law

Outcomes and Measures

Recognize the fundamental principles of distinction, military necessity, proportionality, humanity and unnecessary suffering.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Analyze command responsibility and combatant immunity.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Describe the concepts and law of crimes against humanity.	Written Exam	70% of students will earn a "B" or higher on the measure.
Examine the 1948 Genocide Convention and the limitations of the	Written Exam	70% of students will earn a "B" or higher on

four categories embodied in the treaty.		the measure.
Assess the forums for prosecution: International, Hybrid, and Domestic Tribunals and potential defenses.	Research Paper	70% of students will earn a "B" or higher on the measure.

NSIS / POLI 4455: Model United Nations (1-12 credits and may take up to four times).

Course Outcomes:

Outcome 1: Identify the issues both domestic and international affecting our assigned country.

Measured by professor's observation of students. Goal 90% get at least an 80%

Outcome 2: Explain the state capacity of our country nreletive to other countries.

Measured by professor's observation of students. Goal 90% get at least an 80%

Outcome 3: Participate erform professionally at the Model United Nations by actively engaging other delegations to write resolutions and get them passed.

Measured by professor's observation of students. Goal 90% get at least an 80%

Outcome 4: Review performance at the Model United Nations to produce improvement for the following year.

Measured by professor's observation of students. Goal 90% get at least an 80%

New NSIS / POLI / CRIM Courses:

NSIS / POLI / CRIM 4430: National Security Law

Course Outcomes:
Recognize and describe the core components of the US National Security apparatus.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions.
- 70% of the class will score 70% or higher on each of these measures.

Identify and define the roles of the three branches of government play in conducting enforcing national security law.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions. 70% of the class will score 70% or higher on each of these measures.

Explain the importance of National Security Law and its' impact on the ordinary citizens' lives.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions. 70% of the class will score 70% or higher on each of these measures

Describe the role of US Government agencies and their respective roles in the conducting US National Security.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions. 70% of the class will score 70% or higher on each of these measures.

Apply critical thinking skills in order to formulate and ultimately ask the right questions to pursue effective national security policies.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions. 70% of the class will score 70% or higher on each of these measures

NSIS / POLI / CRIM 4435: Intelligence Law

Course Outcomes:
Recognize and describe the core components that make up the US National Security apparatus and the role legal standards effect the prosecution of National Security.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions.
- 70% of the class will score 70% or higher on each of these measures.

Identify and define the roles of the three branches of government play in interpreting and enforcing Intelligence Law.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions. 70% of the class will score 70% or higher on each of these measures.

Demonstrate the importance of Intelligence Law and its' impact on the ordinary citizens' lives.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions. 70% of the class will score 70% or higher on each of these measures

Describe the role of the US Government agencies that play an important role in developing and shaping Intelligence Law.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions. 70% of the class will score 70% or higher on each of these measures.

Apply critical thinking skills in order to formulate and ultimately ask the right questions to effectively interpret and accurately apply Intelligence Law.
- Measured by test questions in three exams, five online written assignments and knowledge demonstrated in classroom discussions. 70% of the class will score 70% or higher on each of these measures

POLI 3385: Politics in Film and Fiction

Outcomes and Measures

Assess the processes, theories, and empirical regularities of political institutions and political behavior.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Recognize how to apply theoretical concepts from political science to the discussion of political films, making connections between the literature and real-world political events.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Analyze how to evaluate the social and political impact of a film.	Written Exam	70% of students will earn a "B" or higher on the measure.
Describe how to apply contemporary social science research methods to conduct rigorous research on political phenomena.	Research Paper	70% of students will earn a "B" or higher on the measure.

POLI 3390: Law and the Legal System

Outcomes and Measures

Analyze difference between European-American conceptions of law and describe common law and civil law.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Recognize the legal development and history of the US legal system.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Describe the key actors in the legal community and the nature of legal education	Written Exam	70% of students will earn a "B" or higher on the measure.
Examine the role of the legal system in	Written Exam	70% of students will

resolving private disputes and the debate over the so-called litigation explosion.		earn a "B" or higher on the measure.
Assess the work of the criminal justice system and the intersection of constitutional law and the rights of criminal defendants.	Research Paper	70% of students will earn a "B" or higher on the measure.

POLI 3395: Supreme Court of the United States

Outcomes and Measures

Assess the history of the Supreme Court and the critical relationships that shaped the court.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Analyze and critically assess the various theories of constitutional interpretation and judicial decision-making.	Written Exam	70% of students will earn a "B" or higher on the measure.
	Online Discussion	70% of students will earn a "B" or higher on the measure.
Examine and explain the holdings of major Supreme Court cases.	Written Exam	70% of students will earn a "B" or higher on the measure.
Relate the impact of amicus curia briefings in the selection of cases for grants of certiorari	Written Exam	70% of students will earn a "B" or higher on the measure.

POLITICAL SCIENCE

The Political Science curriculum is designed to provide an understanding of the political process in its many manifestations, including the structure of government institutions, the political behavior of individuals and groups, the study of public problems characteristic of modern societies, and a consideration of the interrelationships of institutions at different levels of government.

The principal objectives of the Political Science Program are:

1) To lay the basis for an understanding of governmental and administrative processes for individuals planning public service careers in national, state, or local government

2) To foster an understanding of the substance and methods of the study of government and politics as preparation for graduate work in political science or public administration

3) To provide thorough training for students considering law school.

Courses allow students to concentrate in broad fields and to develop more specialized programs reflecting their particular interests. Generally, 1100-2200 level courses are survey courses and 3300-4400 level courses cover more specific topics. While both the major and minor in political science typically consist of necessary introductory work, the faculty strongly urges students with a minor in political science to take the Seminar in Political Science (POLI 4470). Schedules should be planned in consultation with an advisor, and students are encouraged to explore a variety of courses. Eligible students are also encouraged to intern in Washington, D.C. with the Washington Center for Internships and Academic Seminars (see Special Academic Programs).

BACHELOR OF ARTS IN POLITICAL SCIENCE………………...120 SEM. HRS.
Political Science Curriculum (see below) .... 39 SEM. HRS.
General Studies Requirements.................. 30 SEM. HRS.
MINOR REQUIRED .... 18 SEM. HRS.
Free Electives... 33 SEM. HRS.

• Political Science Curriculum...39 SEM. HRS.

Required courses (24 hrs.)

CRIM 2295   ETHICS IN CRIMINAL JUSTICE……………………………..……3
--OR--
PHIL 3325   ETHICS…………………….…………………………………………3
BSBA 2200   ECONOMICS……………….….………………………………………3
POLI 1103   AMERICAN GOVERNMENT………….……….……………...…..3
POLI 2200   INTRODUCTION TO POLITICAL SCIENCE………..……………3
POLI 2201   PRINCIPLES OF INTERNATIONAL RELATIONS…………………3
POLI 2203   COMPARATIVE GOVERNMENT…………….……..……………..3
POLI 3340   POLITICAL SCIENCE RESEARCH METHODS..……..……………3
-OR-
CRIM 4412   RESEARCH IN THE SOCIAL SCIENCES……………...………….3
POLI 4470   SEMINAR IN POLITICAL SCIENCE…………………...………..3

Political Science Electives (15 hrs.)
Students may choose from any advanced (3300/4400) Political Science courses.

MINOR IN POLITICAL SCIENCE .... 18 SEM. HRS.

Required courses (6 hrs.)

POLI 1103   AMERICAN GOVERNMENT...3
POLI 2200   INTRODUCTION TO POLITICAL SCIENCE 3

Electives (12 hrs.)
Students may choose from any Political Science courses, with their advisor's approval.

MINOR IN INTERNATIONAL STUDIES .... 21 SEM. HRS.

Required courses (12 hrs.)

BSBA 3320	INTERNATIONAL BUSINESS 3
GEOG 3305	ECONOMIC GEOGRAPHY 3
PHIL 3350	COMPARATIVE RELIGION 3
-OR-	
POLI 3370	WORLD RELIGIONS AND POLITICS............................3
POLI 2201	PRINCIPLES OF INTERNATIONAL RELATIONS................3

• International Studies Electives.. (9 hrs.)
Select from at least two disciplines.

ENGL 3381	THE BRITISH NOVEL..3
ENGL 3382	THE WORLD NOVEL 3
FREN 3314	FRENCH CIVILIZATION AND CULTURE 3
GEOG 3340	GEOGRAPHY OF EUROPE 3
GEOG 3350	GEOGRAPHY OF LATIN AMERICA.................................3
GEOG 3360	GEOGRAPHY OF AFRICA...3
GEOG 3370	GEOGRAPHY OF ASIA..3
HIST 3310	DIPLOMATIC & MILITARY HISTORY OF THE U.S.............3
HIST 3351	HISTORY OF ENGLAND 3
HIST 3352	HISTORY OF RUSSIA..3
HIST 4405	HISTORY OF AFRICA..3
HIST 4410	HISTORY OF ASIA 3
HIST 4420	HISTORY OF LATIN AMERICA 3
HIST 4431	RECENT EUROPE...3
HIST 4455	REVOLUTIONS IN HISTORY 3
PHIL 3325	ETHICS 3
POLI 2203	COMPARATIVE GOVERNMENT 3
POLI 3321	U.S. FOREIGN POLICY 3
POLI 3350	INTERNATIONAL LAW AND ORGANIZATIONS 3
POLI 4405	TERRORISM 3
-OR-	
CRIM 4405	TERRORISM 3
POLI 4406	INTERNATIONAL PROBLEMS 3
POLI 4411	AREA STUDIES 3
POL 4412	AREA STUDIES 3
POLI 4413	AREA STUDIES 3
SOCY 3301	ETHNOLOGY 3
SPAN 3310	SPANISH CIVILIZATION & CULTURE 3
SPAN 3320	LATIN AMERICAN CIVILIZATION & CULTURE 3

ATTACHMENT
PROPOSED COURSE CATALOG LANGUAGE

POLITICAL SCIENCE

The Political Science curriculum is designed to provide an understanding of the political process in its many manifestations, including the structure of government institutions, the political behavior of individuals and groups, the study of public problems characteristic of modern societies, and a consideration of the interrelationships of institutions at different levels of government.

The principal objectives of the Political Science Program are:

1) To lay the basis for an understanding of governmental and administrative processes for individuals planning public service careers in national, state, or local government

2) To foster an understanding of the substance and methods of the study of government and politics as preparation for graduate work in political science or public administration

3) To provide thorough training for students considering law school.

Courses allow students to concentrate in broad fields and to develop more specialized programs reflecting their particular interests. Generally, 1100-2200 level courses are survey courses and 3300-4400 level courses cover more specific topics. While both the major and minor in political science typically consist of necessary introductory work, the faculty strongly urges students with a minor in political science to take the Seminar in Political Science (POLI 4470). Schedules should be planned in consultation with an advisor, and students are encouraged to explore a variety of courses. Eligible students are also encouraged to intern in Washington, D.C. with the Washington Center for Internships and Academic Seminars (see Special Academic Programs).

BACHELOR OF ARTS IN POLITICAL SCIENCE………………...120 SEM. HRS.
Political Science Curriculum (see below) .... 39 SEM. HRS.
General Studies Requirements.................. 30 SEM. HRS.
MINOR REQUIRED .... 18 SEM. HRS.
Free Electives... 33 SEM. HRS.

• Political Science Curriculum...39 SEM. HRS.

Required courses (24 hrs.)

CRIM 2295   ETHICS IN CRIMINAL JUSTICE……………………………..……3
--OR--
PHIL 3325   ETHICS………………………..……………………………………3
BSBA 2200   ECONOMICS……………..…….……………………………………3
POLI 1100   AMERICAN GOVERNMENT……..………………………………..3
POLI 2200   INTRODUCTION TO POLITICAL SCIENCE………..………………3
POLI 2210   PRINCIPLES OF INTERNATIONAL RELATIONS…………………3
POLI 2220   COMPARATIVE GOVERNMENT…………………..……………..3
POLI / NSIS / CRIM 4400   RESEARCH IN THE SOCIAL SCIENCE…..………….3
POLI 4490   CAPSTONE SEMINAR IN POLITICAL SCIENCE………...………..3

Political Science Electives (15 hrs.)
Students may choose from any advanced (3300/4400) Political Science courses.

MINOR IN POLITICAL SCIENCE .... 18 SEM. HRS.

Required courses (6 hrs.)

POLI 1100   AMERICAN GOVERNMENT..3
POLI 2200   INTRODUCTION TO POLITICAL SCIENCE 3

Electives (12 hrs.)
Students may choose from any Political Science courses, with their advisor's approval.

MINOR IN INTERNATIONAL STUDIES .... 21 SEM. HRS.

Required courses (12 hrs.)

BSBA 3320   INTERNATIONAL BUSINESS 3
GEOG 3305   ECONOMIC GEOGRAPHY 3
PHIL 3350   COMPARATIVE RELIGION 3
-OR-
POLI 3370   WORLD RELIGIONS AND POLITICS.............................3
POLI 2210   PRINCIPLES OF INTERNATIONAL RELATIONS................3

• International Studies Electives.. (9 hrs.)
Select from at least two disciplines.

ENGL 3381   THE BRITISH NOVEL..3
ENGL 3382   THE WORLD NOVEL 3
FREN 3314   FRENCH CIVILIZATION AND CULTURE 3
GEOG 3340   GEOGRAPHY OF EUROPE 3
GEOG 3350   GEOGRAPHY OF LATIN AMERICA.................................3
GEOG 3360   GEOGRAPHY OF AFRICA...3
GEOG 3370   GEOGRAPHY OF ASIA...3
HIST 3310   DIPLOMATIC & MILITARY HISTORY OF THE U.S.............3
HIST 3351   HISTORY OF ENGLAND 3
HIST 3352   HISTORY OF RUSSIA..3
HIST 4405   HISTORY OF AFRICA..3
HIST 4410   HISTORY OF ASIA 3
HIST 4420   HISTORY OF LATIN AMERICA 3
HIST 4431   RECENT EUROPE..3
HIST 4455   REVOLUTIONS IN HISTORY 3
PHIL 3325   ETHICS 3
POLI 2220   COMPARATIVE GOVERNMENT 3
POLI 3320   U.S. FOREIGN POLICY 3
POLI 3350   INTERNATIONAL LAW …………………………...........3
POLI 4405   TERRORISM 3
-OR-
CRIM 4405   TERRORISM 3
POLI 4415   INTERNATIONAL PROBLEMS 3
POLI 4411   AREA STUDIES 3
POL 4412   AREA STUDIES 3
POLI 4413   AREA STUDIES 3
SOCY 3301   ETHNOLOGY 3
SPAN 3310   SPANISH CIVILIZATION & CULTURE 3
SPAN 3320   LATIN AMERICAN CIVILIZATION & CULTURE 3

ATTACHMENT

CURRENT COURSE CATALOG LANGUAGE

NATIONAL SECURITY & INTELLIGENCE

The National Security and Intelligence Program is designed to provide the necessary background for students to pursue careers in national security and/or intelligence in government agencies and private enterprise.

Students seeking a Bachelor of Arts degree in National Security & Intelligence must apply to the National Security & Intelligence Program Director and successfully complete an interview. To be recommended for graduation, the student must have a 2.7 GPA or a 2.5 GPA with the Program Director's approval.

The program Director will conduct an annual review of the academic progress of all students enrolled in the Program. Students whose GPA falls below 2.7 or who might otherwise exhibit behavior that is not conducive to ensuring employment in this field will be placed on probation or dropped from the Program depending on the outcome of the review.

**BACHELOR OF ARTS IN NATIONAL SECURITY
& INTELLIGENCE** .... 120 SEM. HRS.
National Security & Intelligence Curriculum…………58 SEM. HRS.
General Studies.. 30 SEM. HRS.
Foreign Language Requirements................................. 12 SEM. HRS.
Free Electives... 20 SEM. HRS.
No Minor Required

• National Security & Intelligence Curriculum... 58 SEM. HRS.

Required Courses (52 Hrs.)

BISM 3330	BUSINESS INTELLIGENCE…………………………………………..3
BSBA 2200	ECONOMICS……………………………………………………………3
HIST 1107	U.S. HISTORY I……………………………………………………..3
HIST 1108	U.S. HISTORY II.……………………………………………………3
HIST 2213	WORLD CIVILIZATIONS III.…………………………………………3
HIST 3301	HISTORY OF INTELLIGENCE AND NATIONAL SECURITY……….3
HIST 3310	DIPLOMATIC HISTORY……………………………………………..3
NSIS 3301	INTELLIGENCE RESEARCH…………..…………………….…3
NSIS 4450	NSI SENIOR SEMINAR / PROJECT………………………………3
PHIL 3350	COMPARATIVE RELIGION……………………………………………3
-OR-	
POLI 3370	WORLD RELIGIONS AND POLITICS..…………………………....3
POLI 1103	AMERICAN GOVERNMENT…………………………………..3

POLI 2201	PRINCIPLES OF INTERNATIONAL RELATIONS……………………3
POLI 2203	COMPARATIVE GOVERNMENT………………………………………..3
POLI 3340	RESEARCH METHODS AND ANALYSIS……………………………3
-OR-	
CRIM 4410	RESEARCH IN THE SOCIAL SCIENCES……………………………3
POLI 3350	INTERNATIONAL LAW AND ORGANIZATIONS…………………3
POLI 4405	TERRORISM…………………………………………………………….3
-OR-	
CRIM 4405	TERRORISM……………………………………………………….....3
PSYC 2240	STATISTICS……………………………………………………………4

National Security and Intelligence Electives (6 hrs.)

CRIM 2236	CRIMINAL INVESTIGATION……………………………...…3
CRIM 2246	CRIMINAL EVIDENCE………………………………………..3
CRIM 3310	COMPARATIVE CRIMINAL JUSTICE………………………....3
ECON 3302	MACROECONOMICS…………………………………………3
NSIS 3302	NSI FIELD EXPERIENCE PRACTICUM…………………..………3
NSIS 4499	SPECIAL TOPICS NATIONAL SECURITY AND
	INTELLIGENCE……………………………………………..1–12
POLI 3310	RECENT POLITICAL THEORY………………………………….3
POLI 4406	INTERNATIONAL PROBLEMS………………………………...3
LANGUAGE RELATED CULTURE & HISTORY COURSE…………………………3	

**NATIONAL SECURITY AND
INTELLIGENCE MINOR** .... 18 SEM. HRS.

Required courses (6 hrs.)

HIST 3301 HISTORY OF INTELLIGENCE AND NATIONAL SECURITY 3
CRIM 4405 TERRORISM 3
-OR-
POLI 4405 TERRORISM 3

Electives (12 hrs.)
Students must choose courses from at least two different disciplines.

CRIM 2246   CRIMINAL EVIDENCE..3
CRIM 3310   COMPARATIVE CRIMINAL JUSTICE.............................3
CRIM 4412   RESEARCH IN THE SOCIAL SCIENCES...........................3
HIST 3310   DIPLOMATIC HISTORY..3
POLI 1103   AMERICAN GOVERNMENT..3
POLI 2201   PRINCIPLES OF INTERNATIONAL RELATIONS................3
POLI 2203   COMPARATIVE GOVERNMENT 3
POLI 3350   INTERNATIONAL LAW AND ORGANIZATIONS 3
POLI 4406   INTERNATIONAL PROBLEMS 3
NSIS 3301   INTELLIGENCE RESEARCH 3
NSIS 3302   NSI FIELD EXPERIENCE PRACTICUM...................... 1-12
NSIS 4450   NSI SENIOR SEMINAR/PROJECT...................................3
NSIS 4499   SPECIAL TOPICS IN NATIONAL SECURITY AND INTELLIGENCE
....1-12

PROPOSED COURSE CATALOG LANGUAGE

NATIONAL SECURITY & INTELLIGENCE

The National Security and Intelligence Program is designed to provide the necessary background for students to pursue careers in national security and/or intelligence in government agencies and private enterprise.

Students seeking a Bachelor of Arts degree in National Security & Intelligence must apply to the National Security & Intelligence Program Director and successfully complete an interview. To be recommended for graduation, the student must have a 2.7 GPA or a 2.5 GPA with the Program Director's approval.

The program Director will conduct an annual review of the academic progress of all students enrolled in the Program. Students whose GPA falls below 2.7 or who might otherwise exhibit behavior that is not conducive to ensuring employment in this field will be placed on probation or dropped from the Program depending on the outcome of the review.

BACHELOR OF ARTS IN NATIONAL SECURITY
& INTELLIGENCE .... 120 SEM. HRS.
National Security & Intelligence Curriculum…………57 SEM. HRS.
General Studies... 30 SEM. HRS.
Foreign Language Requirements.................................. 12 SEM. HRS.
Free Electives.. 21 SEM. HRS.
No Minor Required

• National Security & Intelligence Curriculum...57 SEM. HRS.

Required Courses (51 Hrs.)

BISM 3330	BUSINESS INTELLIGENCE…………………………………………..3
BSBA 2200	ECONOMICS…………………………………………………………3
HIST 1107	U.S. HISTORY I…………………………………………………………..3
HIST 1108	U.S. HISTORY II………………………………………………………3
HIST 2213	WORLD CIVILIZATIONS III…………………………………………3
HIST 3310	DIPLOMATIC HISTORY…………………………………………..3
NSIS 3300	INTELLIGENCE RESEARCH………………………………….…3
NSIS / HIST 3305	HISTORY OF NSI……………………………………..……3
NSIS 4490	CAPSTONE SEMINAR IN NSI……………………………………..3
PHIL 3350	COMPARATIVE RELIGION……………………………………….3
-OR-	
POLI 3370	WORLD RELIGIONS AND POLITICS...………………………….....3
POLI 1100	AMERICAN GOVERNMENT……………………………………..3
POLI 2210	PRINCIPLES OF INTERNATIONAL RELATIONS………………….3
POLI 2220	COMPARATIVE GOVERNMENT…………..…………………..3

NSIS / POLI / CRIM 4400   RESEARCH IN THE SOCIAL SCIENCES………..….3
POLI 3350   INTERNATIONAL LAW………...……………………….3
POLI / CRIM 4405   TERRORISM…………………………………………………3
PSYC / SOCY 2240   BEHAVIORAL STATISTICS………...………………………3

National Security and Intelligence Electives (6 hrs.)

CRIM 2236   CRIMINAL INVESTIGATION………………………………....3
CRIM 2246   CRIMINAL EVIDENCE.…………………………………………..3
CRIM 3310   COMPARATIVE CRIMINAL JUSTICE.…………………….…....3
ECON 3302   MACROECONOMICS………………………………………………3
NSIS 4460   NATIONAL SECURITY & INTELLIGENCE PRACTICUM….……3
NSIS 4499   SPECIAL TOPICS IN NSI.…………………………….……..1-12
POLI 3310   RECENT POLITICAL THEORY………………………………….3
POLI 4415   INTERNATIONAL PROBLEMS…………………………………...3
LANGUAGE RELATED CULTURE & HISTORY COURSE…………………………3

**NATIONAL SECURITY AND
INTELLIGENCE MINOR** .... 18 SEM. HRS.

Required courses (6 hrs.)

HIST / NSIS 3305   HISTORY OF NATIONAL SECURITY AND
                      INTELLIGENCE...3

POLI / CRIM 4405   TERRORISM 3

Electives (12 hrs.)
Students must choose courses from at least two different disciplines.

CRIM 2246   CRIMINAL EVIDENCE...3
CRIM 3310   COMPARATIVE CRIMINAL JUSTICE.............................3
CRIM / NSIS / POLI 4400   RESEARCH IN THE SOCIAL SCIENCES.........3
HIST 3310   DIPLOMATIC HISTORY..3
POLI 1100   AMERICAN GOVERNMENT...3
POLI 2210   PRINCIPLES OF INTERNATIONAL RELATIONS................3
POLI 2220   COMPARATIVE GOVERNMENT 3
POLI 3350   INTERNATIONAL LAW ………………………….............3
POLI 4415   INTERNATIONAL PROBLEMS 3
NSIS 3300   INTELLIGENCE RESEARCH 3
NSIS 4460   NATIONAL SECURITY & INTELLIGENCE PRACTICUM....... 1-12
NSIS 4490   CAPSTONE SEMINAR IN NSI...3
NSIS 4499   SPECIAL TOPICS IN NSI 1-12

Thank you Cheri!
Have a great weekend!
ALL THE BEST
GREG

Gregory P. Noone, Ph.D., J.D.
Director, National Security and Intelligence Program
Associate Professor of Political Science and Law
Department of Social Sciences
Fairmont State University
1201 Locust Avenue
603 Bryant Place
Fairmont, WV 26554-2470
(ph) 304-367-4673 (fax) 304-367-4785
gnoone@fairmontstate.edu

International Law and Armed Conflict: Fundamental Principles and Contemporary Challenges
in the Law of War
http://www.aspenlawschool.com/books/armed_conflict/default.asp

On Feb 16, 2018, at 8:56 AM, Gonzalez, Cheri <Cheri.Varkonda@fairmontstate.edu> wrote:

These are good

HELP US IMPROVE OUR SERVICES: VISIT HTTPS://WWW.SURVEYMONKEY.COM/R/FSU_ES_SURVEY TO
COMPLETE A SATISFACTION SURVEY.

Cheri L. Gonzalez
Interim Registrar
Fairmont State University
Pierpont Community & Technical College
304-367-4112
Cheri.Varkonda@fairmontstate.edu

From: Noone, Gregory
Sent: Monday, February 12, 2018 9:53 PM
To: Gonzalez, Cheri <Cheri.Varkonda@fairmontstate.edu>
Subject: Re: Updated Curriculum Proposal

Cheri,

One last one I promise!

Is POLI / NSIS 4425 okay to use? We've never had an NSIS 4425 and in my ten years here we've never had a POLI 4425.

Thank you!
ALL THE BEST
GREG

Gregory P. Noone, Ph.D., J.D.
Director, National Security and Intelligence Program
Associate Professor of Political Science and Law
Department of Social Sciences
Fairmont State University
1201 Locust Avenue
603 Bryant Place
Fairmont, WV 26554-2470
(ph) 304-367-4673 (fax) 304-367-4785
gnoone@fairmontstate.edu

International Law and Armed Conflict: Fundamental Principles and Contemporary Challenges in the Law of War
http://www.aspenlawschool.com/books/armed_conflict/default.asp

On Feb 5, 2018, at 2:21 PM, Gonzalez, Cheri <Cheri.Varkonda@fairmontstate.edu> wrote:

> That should work!
>
> Thank you
> Cheri
>
> **HELP US IMPROVE OUR SERVICES: VISIT HTTPS://WWW.SURVEYMONKEY.COM/R/FSU_ES_SURVEY TO COMPLETE A SATISFACTION SURVEY.**
>
> *Cheri L. Gonzalez*
> *Interim Registrar*
> *Fairmont State University*
> *Pierpont Community & Technical College*
> *304-367-4112*
> *Cheri.Varkonda@fairmontstate.edu*
>
> ---
>
> **From:** Noone, Gregory
> **Sent:** Friday, February 02, 2018 6:24 PM
> **To:** Gonzalez, Cheri <Cheri.Varkonda@fairmontstate.edu>; Kirby, Jack

<Jack.Kirby@fairmontstate.edu>
Cc: Shields, Deanna <Deanna.Shields@fairmontstate.edu>; Smallridge, Joshua <jsmallridge@fairmontstate.edu>; Clark, Todd <Todd.Clark@fairmontstate.edu>; Terpinas, John <John.Terpinas@fairmontstate.edu>; Dave Abruzzino <david.abruzzino@osixonline.org>; Harrison, William <wharrison@fairmontstate.edu>
Subject: Re: Updated Curriculum Proposal

Cheri,
Thank you again for your assistance!

As a result of CRIM 3345 and CRIM 4430 being unavailable we've moved a few around and came up with the following changes:

1. We can't use CRIM 4430 as part of our cross listing for National Security Law therefore we propose:
NSIS / POLI / CRIM 4440 National Security Law.

2. In our current proposal we have NSIS/POLI 4440 Military Justice therefore we would move that to NSIS/POLI 4460 Military Justice.

3. We can't use CRIM 3345 as part of our cross listing for Constitutional Law therefore we propose:
POLI / CRIM 3395 Constitutional Law.

4. In our current proposal we have POLI 3395 Supreme Court of United States therefore we would move that to POLI 4420 Supreme Court of the United States.

How does this look? Please let us know if any of our new numbers have problems.
Thank you again!
ALL THE BEST
GREG

Gregory P. Noone, Ph.D., J.D.
Director, National Security and Intelligence Program
Associate Professor of Political Science and Law
Department of Social Sciences
Fairmont State University
1201 Locust Avenue
603 Bryant Place
Fairmont, WV 26554-2470
(ph) 304-367-4673 (fax) 304-367-4785
gnoone@fairmontstate.edu

International Law and Armed Conflict: Fundamental Principles and Contemporary Challenges in the Law of War

http://www.aspenlawschool.com/books/armed_conflict/default.asp

On Feb 2, 2018, at 3:47 PM, Noone, Gregory <Gregory.Noone@fairmontstate.edu> wrote:

> Thank you Cheri!
>
> I'll get back to you straightaway with possible replacements of those two course numbers.
>
> ALL THE BEST
> GREG
>
> Gregory P. Noone, Ph.D., J.D.
> Director, National Security and Intelligence Program
> Associate Professor of Political Science and Law
> Department of Social Sciences
> Fairmont State University
> 1201 Locust Avenue
> 603 Bryant Place
> Fairmont WV 26554-2470
> (ph) 304-367-4673 (fax) 304-367-4785
> gnoone@fairmontstate.edu
>
> International Law and Armed Conflict:
> Fundamental Principles and Contemporary
> Challenges in the Law of War
> http://www.aspenlawschool.com/books/armed_conflict/default.asp
>
> ---
>
> **From:** Gonzalez, Cheri
> **Sent:** Friday, February 2, 2018 2:45:57 PM
> **To:** Noone, Gregory; Kirby, Jack
> **Cc:** Shields, Deanna; Smallridge, Joshua; Clark, Todd;
> Terpinas, John; Dave Abruzzino; Harrison, William
> **Subject:** RE: Updated Curriculum Proposal
>
> I may have missed this one in the first review.
>
> You cannot use CRIM 3345 or 4430. All of the others look good.
>
> Thank you,
> Cheri
>
> HELP US IMPROVE OUR SERVICES: VISIT [HTTPS://WWW.SURVEYMONKEY.COM/R/FSU_ES_SURVEY](https://www.surveymonkey.com/r/fsu_es_survey) TO COMPLETE A SATISFACTION SURVEY.

Cheri L. Gonzalez
Interim Registrar
Fairmont State University
Pierpont Community & Technical College
304-367-4112
Cheri.Varkonda@fairmontstate.edu

From: Noone, Gregory
Sent: Friday, February 02, 2018 11:26 AM
To: Kirby, Jack <Jack.Kirby@fairmontstate.edu>
Cc: Shields, Deanna <Deanna.Shields@fairmontstate.edu>;
Smallridge, Joshua <jsmallridge@fairmontstate.edu>;
Gonzalez, Cheri <Cheri.Varkonda@fairmontstate.edu>;
Clark, Todd <Todd.Clark@fairmontstate.edu>; Terpinas, John
<John.Terpinas@fairmontstate.edu>; Dave Abruzzino
<david.abruzzino@osixonline.org>; Harrison, William
<wharrison@fairmontstate.edu>
Subject: Updated Curriculum Proposal

Jack,
Please find the updated curriculum proposal. We
reviewed the minutes from the December meeting and
addressed all of the issues.

Cheri Gonzalez and I have been sorting out the course
numbers and she's been great. We'll have the final
verdict on the proposed numbers shortly.

Please let us know what else you need.

Thank you!
ALL THE BEST
GREG

Gregory P. Noone, Ph.D., J.D.
Director, National Security and Intelligence Program
Associate Professor of Political Science and Law
Department of Social Sciences
Fairmont State University
1201 Locust Avenue
603 Bryant Place
Fairmont WV 26554-2470
(ph) 304-367-4673 (fax) 304-367-4785
gnoone@fairmontstate.edu

International Law and Armed Conflict:

Fundamental Principles and Contemporary
Challenges in the Law of War
http://www.aspenlawschool.com/books/armed_conflict/default.asp