I. LOCATOR INFORMATION

Instructor's Name: Mr. William F. Lee  
Office Location: Lauretta Taylor Building Rm. 315A  
Office Hours: M, W, 10:00 a.m. – 12:00 a.m.; TR: 2:00-4:00 p.m.  
Department Secretary Ms. Smith 672-1573  
E-Mail: wlee4@uncfsu.edu  

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION:

This course introduces the principles of intelligence support for military operations – including definitions and problems of strategic, operational and tactical intelligence. The course will focus on how the field of Anthropology can support national security operations by providing data and other products to support decision making. The course will employ historical and current-day employment of anthropologists in national security operations. The course will also examine various ethical and professional issues associated with using Anthropology as an Intelligence-related discipline. Throughout the class, reading and interpreting analytically will be the focus, in order for each student to be able to participate in classroom discussions and to prepare for writing assignments.

III. DISABLED STUDENT SERVICES:
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTBOOKS:


HANDOUT READINGS (shorter articles, TBA)

V. BEHAVIORAL OBJECTIVES (and COMPETENCIES)

Students successfully completing this course on intelligence operations are expected to be proficient in synthesizing data within a given set of parameters and producing intelligence products that support sound decision-making.

STUDENT OUTCOMES: Students who complete this course will

**Program Outcome: 1 Part I: Writing Skills: Pt. I Following Directions:**

1. Introduction:
2. Conclusion:
3. Supporting evidence in the body
4. Paraphrasing
5. Citations

**Program Outcome: 1 Part II Writing Skills Part II: Use of Historical Sources based on availability**

1. Use of Primary Sources
2. Use of Secondary Sources
3. Use of Internet Sources
4. Use of Journal Sources

**Program Outcome: 2 Apply Latest Technology to Research**

1. Use of Internet for Research

**Program Learning Outcome 3:** The student will be able analyze data and produce intelligence products.

Course Outcomes:
Demonstrate the comprehension of the scope and complexity of Intelligence and Military Operations; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

Describe the framework of Intelligence and Military Operations within the context of international security; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

Apply the principles of Intelligence and Military Operations; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

Evaluate, with a theoretical and practical approach, the historical and current issues of Intelligence and Military Operations; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

Analyze problems and challenges with Intelligence and Military Operations in an effort to improve capacity in developing effective resolution strategies and solutions; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

Argue the roles of ethics, morality and human rights in the study of Intelligence and Military Operations; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

Critique Intelligence and Military Operations; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

Demonstrate an interest in exploring Intelligence and Military Operations as a professional and career opportunity; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

**EVALUATION CRITERIA/GRADING SCALE:**

**A. Course Requirements**

Grades will be based on examinations and quizzes, four writing assignments, oral presentations, and class participation.

**EXAMS and quizzes** will be based on material presented both in class and in the required reading. The format of the exams will be essay questions.

**WRITING ASSIGNMENTS:** Guidance TBA

**B. VALUE OF EACH ASSIGNMENT**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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<tbody>
<tr>
<td>Exams/ quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>40</td>
</tr>
<tr>
<td>Class Participation</td>
<td>30</td>
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</tbody>
</table>
NOTE: YOU SHOULD NEVER MISS A SCHEDULED EXAM. UNLESS THE ABSENCE IS EXCUSED WITH PROPER DOCUMENTATION, THE MAKE-UP EXAM GRADE WILL BE REDUCED BY ONE LETTER GRADE AS A PENALTY FOR ABSENCE. MAKE-UP EXAMS ARE AT THE SOLE DISCRETION OF THE INSTRUCTOR.

C. SPECIAL NOTE ON ACADEMIC HONESTY:

Students should be aware that a university is a community of scholars committed to the discovery and dissemination of knowledge and truth. Without the freedom to investigate all materials, scrupulous honesty in reporting findings, and proper acknowledgment of credit, such a community cannot survive. Students are expected to adhere to the highest traditions of scholarship. Any infractions of these traditions, such as plagiarism, are not tolerated. Though we do not anticipate any such occurrence, for the record, misrepresenting someone else’s words or ideas as one’s own, constitutes plagiarism. In cases where plagiarism occurs, the instructor has the right to penalize the student(s) as he or she thinks appropriate. One guideline holds that the first offence = failure of the assignment; the second offence = failure of the course.

WHAT THIS MEANS IS THAT WHEN WRITING

1. PARAPHRASE WHAT YOU HAVE READ AND CITE THE SOURCE
2. IF YOU USE THE WORDS OF SOME ONE ELSE PUT QUOTATION MARKS AROUND IT AND CITE THE SOURCE

D. GRADES AND THEIR NUMERICAL EQUIVALENCY

<table>
<thead>
<tr>
<th>Numerical Limits</th>
<th>Letter Grades</th>
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</thead>
<tbody>
<tr>
<td>92 and above</td>
<td>A</td>
</tr>
<tr>
<td>83 - 91</td>
<td>B</td>
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<tr>
<td>73 - 82</td>
<td>C</td>
</tr>
<tr>
<td>64 - 72</td>
<td>D</td>
</tr>
<tr>
<td>63 and below</td>
<td>F</td>
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E. **INSTRUCTOR POLICIES**

1. **TURNITIN**
   
   Required papers will be turned in to the Turnitin site on the Blackboard Assignments page by midnight of the assigned due date.
   
   a. If the assignment is late then **SUBTRACT ONE LETTER GRADE**
   
   b. **PLAGIARISM:** Instructor discretion based on more than 20 percent of text plagiarized—**TURNITIN** shows you how much you have copied from other sources and you can revise (paraphrase) that text until midnight of the due date.

2. **MAKE-UP WORK**
   
   a. **EXAMS:**
      
      i. Unless the absence is excused with proper documentation, the make-up exam grade will be reduced by one letter grade as a penalty for absence.
      
      ii. Make-up exams are at the sole discretion of the instructor.
      
      iii. Missed exams caused by an absence must be made up **WITHIN ONE WEEK** unless illness or emergency necessitates a longer absence from school.
   
   b. No make-up work will be accepted the last week of classes.

3. **EXTRA CREDIT** will not be granted.

5. **INCOMPLETES:** As a rule, I do not give an incomplete. If you choose not to complete the class please formally withdraw from it.

VI: **FACULTY EXPECTATIONS**

A: The instructor respects all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

B. **Students are responsible** for material covered and due dates for assignments regardless of absence.

C. **Students are expected** to complete all the assigned readings before coming to class so that they can participate in class discussion or be able to ask questions for clarification.

D. **Attendance and Punctuality:** Students are expected to attend class. IF you are late, please try to enter unobtrusively while taking your seat. I would prefer you come late than be absent.
E. **Class Participation:** The participation portion of the grade is based on both attendance and participation in class discussions.

F. In class discussions, the student must be respectful of the opinions of their peers even though they disagree—agree to disagree.

G. Students should limit distractions in the classroom setting by
   1. Students should turn off pages and cell phones (at least set cell phones to vibrate).
   2. Students should not use profanity
   3. Students should not pass notes or hold personal conversations during the class discussion.

H. **Consequences for Failing to Meet Behavioral Expectations:**
   1. First offense: a private discussion
   2. Multiple offenses: a report to the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

VII. **ACADEMIC SUPPORT RESOURCES** – Site any academic support resources available in this class. Use of SI, Smarthinking, Criterion, University College Learning Center

VIII. **LECTURE/DISCUSSION TOPICS AND READING ASSIGNMENTS** (Writing Assignments TBA):

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 14 Jan</td>
<td>Introduction</td>
</tr>
<tr>
<td>Two 21 Jan</td>
<td>Military Intelligence: Principles and Concepts/ Handel, <em>Intelligence and Military Operations</em>, pp. 1-95</td>
</tr>
<tr>
<td>Three 28 Jan</td>
<td>Military Intelligence: Principles and Concepts/ Keegan, <em>Intelligence in War</em>, Introduction, pp. 3-6, Ch. One: Knowledge of the Enemy, pp. 7-25, Ch. Two: Chasing Napoleon, pp. 26-65</td>
</tr>
<tr>
<td>Four 4 Feb</td>
<td>Military Intelligence: Principles and Concepts. Review and Way-Ahead</td>
</tr>
<tr>
<td>Six 18 Feb</td>
<td>World War I / Handel, <em>Intelligence and Military Operations</em>, Part Two: The First World War, British Intelligence in Mesopotamia, 1914-16,</td>
</tr>
</tbody>
</table>
Popplewell, pp. 139-172; Institutionalized Deception and Perception Reinforcement: Allenby’s Campaign in Palestine, 1917-18, Sheffy, pp. 173-238; Ch. Four: Wireless Intelligence, pp. 99-143

Seven 25 Feb
World War II – Europe (I) / Handel, Intelligence and Military Operations, German Air Intelligence in the Second World War, Boog, pp. 350-424; A Comparative Analysis of RAF and the Luftwaffe Intelligence in the Battle of Britain, 1940, Cox, pp. 425-443; Intelligence and Strategy: Some Observations on the War in the Mediterranean, 1941-45, Bennett, pp. 444-464; Keegan, Intelligence in War, Ch. Five: Crete: Foreknowledge No Help, pp. 144-183

Eight 4 Mar

10-14 Mar
Spring Break

Nine 18 Mar
World War II – Pacific (I) Handel, Intelligence and Military Operations, Flawed Perception and its Effect on Operational Thinking: The Case of the Japanese Army, 1937-41, Cox, pp. 239-254; Ultra Intelligence and General MacArthur’s Leap to Hollandia, January – April 1944, Drea, pp. 323-349

Ten 25 Mar
World War II – Pacific (II) Keegan, Intelligence in War, Ch. Six: Midway: The Complete Intelligence Victory?, pp. 184-220

 Eleven 1 Apr
Korea and Vietnam / Keegan, Intelligence in War, Ch. Eight: Human Intelligence and Secret Weapons, pp. 258-294

Twelve 8 Apr
Cold War / Keegan, Intelligence in War, Epilogue: Military Intelligence Since 1945, pp. 295-320; Conclusion: The Value of Military Intelligence, pp. 321-352

Thirteen 15 Apr
Middle East Wars / Desert Storm

Fourteen 22 Apr
Information Warfare

Fifteen 29 Apr
Revolution in Military Affairs; 21st Century Wars and Intelligence Requirements