INSS 5301: HISTORICAL DEVELOPMENT OF NATIONAL SECURITY (CRN 28434)
UNIVERSITY OF TEXAS AT EL PASO
SPRING 2022

I.   **INSTRUCTOR:** Diana I. Bolsinger
     Office Hours: Mondays, 1:00-4:30pm in Kelly Hall #213B, or on Zoom as convenient
     E-mail: DiBolsinger@utep.edu

II.   **OVERVIEW**

Welcome to INSS 3301: Historical Development of National Security

"The necessity of procuring good Intelligence is apparent & need not be further urged-All that remains for me to add, is, that you keep the whole matter as secret as possible. For upon Secrecy, Success depends in most Enterprizes of the kind, and for want of it, they are generally defeated, however well planned & promising a favourable issue."

                 George Washington

"Well look, [the] CIA is an agency that has to collect intelligence, do operations. We have to take risks and it's important that we take risks."

                 Leon Panetta

The individual comes face-to-face with a conspiracy so monstrous he cannot believe it exists. The American mind has not come to a realization of the evil which has been introduced into our midst. It rejects even the assumption that human creatures could espouse a philosophy which must ultimately destroy all that is good and decent.

                 J. Edgar Hoover

His style of patriotic lying was sublime; it amounted to genius.

                 Charles A. Dana

Americans have been involved in espionage longer than we have had a nation. Our leaders have turned to espionage to understand the world around them, to defend our borders, and to root out subversion since the first Western settlements in Jamestown.[*]

Today, we have a dizzying 18 different federal intelligence agencies collaborating and competing in what we know as the Intelligence Community (IC). The purpose of this class is to make sense of the development of the Intelligence Community. We will briefly review the role of intelligence in the American Revolutionary and study the emergence of formal intelligence organizations in the wake of the Civil War. We will assess how the two World Wars created new policymaker demands for intelligence. From these beginnings, we will trace how the demands of the Cold War shaped the modern Intelligence Community. We will pay particular attention to how the development of new technologies drove the creation of new bureaucracies and new expectations for intelligence collection, analysis, and covert operations. Finally, we will assess how the resulting interlocking bureaucracies serve today's national security needs.

III. COURSE OBJECTIVES:

| Learning Outcomes	Assessment
1. Students will understand how historical events shaped the development of the U.S. Intelligence Community. 2. Students will discuss and define how intelligence operations have contributed to U.S. national security. 3. Students will link the development of new technological capabilities with the professionalization of intelligence operations and the emergence of national security institutions. 4. Students will identify key ethical and practical problems inherent in conducting secret operations in a democratic republic.	• An online mid-term and comprehensive final to assess understanding of the course content • Reading quizzes to assess understanding of course content • Participation in team responses to simulated scenarios, exercises, debates, and other class activities • Class presentations on intelligence literature to deepen understanding of Intelligence Community operations and provide practice in briefing skills

University Catalog Description

This course examines the evolution of the intelligence services in the United States and how those services have responded to various threats to national security.

IV. TEXTBOOKS
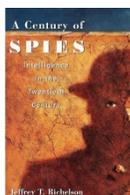
Jeffrey T. Richelson, *A Century of Spies: Intelligence in the Twentieth Century* (New York: Oxford University Press, 1997)
ISBN-13: 9780195113907
ISBN-10: 019511390X
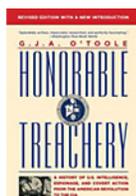
G. J. A. O'Toole, *Honorable Treachery: A History of U. S. Intelligence, Espionage, and Covert Action from the American Revolution to the CIA* (New York: Grove Atlantic, 2014)
ISBN-13: 9780802123282
DIGITAL ISBN-13: 9780802192028
ISBN-10: 0802123287
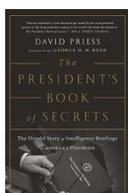
David Priess, *The President's Book of Secrets: The Untold Story of Intelligence Briefings to America's Presidents* (New York: PublicAffairs, 2017)
ISBN-13: 9781610397698
ISBN-10: 161039769X

V. ASSIGNMENTS AND EVALUATION

A Note on Grading.

Please note that a C or average work is that which meets the basic course requirements, and good or B work exceeds requirements. On the other hand, Excellent or A work greatly exceeds the basic course requirements.

Grading Scale.

Points	Grade	Meaning
900-1000	A	Excellent
800-899	B	Good
700-799	C	Acceptable
600-699	D	Barely Acceptable
<600	F	Fail

Extra credit. I will periodically make available opportunities to earn extra credit, for a total of—at most—25 points per term. These opportunities will be offered to the class as a whole. No special extra credit arrangements will be made for individual students.

Lateness policy. All assignments must be completed on time. Exceptions will only be made in extreme circumstances (such as a Covid-19 diagnosis), when students can provide supporting documentation, and/or at the instructor's discretion. The highest grade possible for late assignments will drop by 10% every day past the due date.

Please regularly refer to Blackboard for links, documents, announcements, and calendar changes. You are responsible for staying up to date on all class information that is posted on Blackboard.

VI. ASSIGNMENTS IN BRIEF

Assignment	Pts.	% of grade	Due Date
Reading quizzes	100	10	Most weeks (10 of 15)
Class Participation	200	20	Weekly
Midterm	250	25	**March 7-13 (Week 8)**
Book Presentations	100	10	Throughout Term
Book Reviews	100	10	One week after presentation
Final Exam	250	25	**May 7-12**
Total	**1000**	**100**	

Assignment Descriptions.

Reading quizzes- 10% of course grade (100 points)
Students will be responsible for taking online multiple choice and short answer quizzes. These open book quizzes will be administered 10 out of the 15 weeks of this course and may be taken any time during the week.

Class Participation-20% of course grade (200 points)
Students will participate in multiple individual and group activities most weeks. Activities will be designed to expand students' understanding of the roots of the U.S. Intelligence Community, the social and historical contexts which shaped the development of different intelligence agencies, and the ethical and moral questions raised by IC policies and operations at different points in United States History.

Midterm exam- 25 % of course grade (250 points)
The online midterm will be taken at home and administered during **Week 8: March 7-13, 2022.** There will be no time limit for the exam, which will consist of two essay questions. You will be provided with directions for accessing the exam and a study guide to help you familiarize yourself with the testing system in advance.

Book Presentation- 10% of course grade (100 points)
Each student will make an 8-10 minute presentation to the class on a book related to U.S. intelligence and/or Intelligence Community history. Directions and the list of pre-approved books is available as an appendix to this document and on our course Blackboard page. Presentation dates will be assigned by February 7th. Every effort will be made to schedule presentations on the dates most closely related to the book's topic.

Book Review – 10% of course grade (100 points)
Each graduate student also will prepare an 8-10 page (double-spaced) written discussion of the issues raised by their book. Your discussion should address the following questions: 1. What is the importance of the events or issues discussed in the book to U.S. national security? 2. What questions does your book raise or answer regarding U.S. intelligence operations or capabilities? Your paper will be due one week after your presentation.

Comprehensive final exam- 25% of course grade (250 pts.)
Students will take a final online exam, which will be made available on **May 7th** and will be due at **11:59pm on May 12th, 2022.** to be proctored online. The exam will contain multiple-choice, fill-in-the-blank, and short answer questions. This exam will be timed, taken at home, administered online, and **must be taken May 7-12, 2021.** There will be no extensions for any reason. You will be provided with directions for accessing the exam and a study guide to help you familiarize yourself with the testing system in advance.

VII.   COMMUNICATION

Please note that I will only use your UTEP e-mail to communicate with you.

General expectations.
Students are encouraged to be actively engaged in their own their learning. Ultimately, the more students put into the process, the more they will learn. The following guidelines will

create a comfortable and productive learning environment throughout the semester.[*]

<u>You can expect me</u>:
- To do my utmost to provide you with an interactive and interesting class.
- To reply to e-mails within 24 hours on weekdays and 48 hours on weekends. When I am traveling, I will respond in 48 hours.
- To assign coursework and reading that adequately covers the material and meets the course's learning objectives while adhering to the time expectations for the course.
- To give midterm and final exams that accurately reflect the material covered in class.

<u>I can expect you</u>:
- To participate fully in all class discussions, team exercises, and other class activities.
- To spend an adequate amount of time on the coursework each week, making an effort to understand the content.
- To share the responsibility of making our class a supportive, respectful, and safe environment for discussion and debate. **All communication must be free of vulgar, offensive, and/or discriminatory language.** You are encouraged to share your views. Your opinion should be presented as such (not as a fact) and supported by valid, factual arguments. You may also provide constructive criticism of other opinions. Constructive criticism is provided respectfully and professionally, criticizing the merit of the arguments or the strength and relevance of cited facts, not the person.
- To remember that our classroom is not a public venue. Class discussions are private and are to be shared only with other class members. Think of this as preparation for a career where you may be entrusted with classified national security documents.
- To seek help when you need it.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of

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[*] This section is a reproduced and modified version provided by the Elderly Center for Teaching Excellence and Educational Innovation at Carnegie Mellon University: https://www.cmu.edu/teaching/designteach/design/syllabus/samples-policiesexpectations/

people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in your area For more information about the current rates, testing, and vaccinations, please visit https://www.epstrong.org.

VIII. COURSE SCHEDULE

I have worked to provide you with a variety of viewpoints on historical developments in the growth of the Intelligence Community without drowning you in text. Please note that there are an unusual number of readings for many weeks but that most of the readings are short.

To help you manage the multiplicity of readings, I've provided you with estimated weekly page totals as well as check boxes to help you track your progress. Your textbooks are starred. All other readings are available on Blackboard.

Week 1: January 17, 2022: No Class

Week 2: January 24, 2022: Roots of American Intelligence I: Creating the Framework

Focus questions: What is intelligence? Why do nations consider it to be important? What factors drive change in intelligence gathering and organizations?

- ☐ Michael Warner, *The Rise and Fall of Intelligence: An International Security History* (Washington, DC: Georgetown University Press, 2014), ch. 1: "From Ancient to Modern," 11-38.
- ☐ Christopher Andrew, *For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush* (New York: Harper Perennial, 1995), ch. 1: "From George Washington to the Twentieth Century," 6-29
- ☐ *G. J. A. O'Toole, *Honorable Treachery: A History of U.S. Intelligence from the American Revolution to the CIA* (New York: Atlantic Monthly Press, 1991), ch. 1: "Liberty Boys and British Moles," 9-17
- ☐ Douglas L. Wheeler, "A Guide to the History of Intelligence in the Age of Empires, 1500-1800," *The Intelligencer* 18, no. 3 (2011): 53-55.

Week 3: January 31, 2022: Roots of American Intelligence II: Building Institutions

Focus questions: How did the Civil War change perspectives on the role of intelligence? What are the differences between amateur and professional intelligence operations?

- ☐ Stephen F. Knott*, Secret and Sanctioned: Covert Operations and the American Presidency* (New York: Oxford University Press, 1996), ch. 7: "Civil War and Aftermath: The Birth of the Modern Intelligence Bureaucracy," 139-159;
- ☐ *G. J. A. O'Toole, *Honorable Treachery: A History of U.S. Intelligence from the American Revolution to the CIA* (New York: Atlantic Monthly Press, 1991), pt. 3: "Advent of the Professionals: The Civil War,"
  - ☐ 117-140,
  - ☐ 168-173.

☐ Robert M. Clark, "Geospatial Intelligence at Gettysburg," *Intelligencer* 25, no. 3 (2020): 45-46.

☐ *G. J. A. O'Toole, Honorable Treachery: A History of U.S. Intelligence from the American Revolution to the CIA (New York: Atlantic Monthly Press, 1991), pt. 3: "Advent of the Professionals: The Civil War," 141-167.

Week 4: February 7, 2022: Intelligence and the War to End all Wars

Focus questions: In what (new and old) ways was military intelligence gathered and used in WWI? How did technological innovations drive the use of intelligence in WWI? What agencies were involved in military intelligence among the warring states? Do you see any uses of intelligence (especially on the home front) that raise ethical questions?

☐ Douglas Wheeler, "A Guide to the History of Intelligence 1800-1918," *Intelligencer* 19, no. 1 (2012) 47-50.

☐ Mark Stout, "World War I and the Birth of American Intelligence Culture," *Intelligence and National Security* 32, no. 3 (2017): 378-394.

☐ *G. J. A. O'Toole, *Honorable Treachery: A History of U.S. Intelligence from the American Revolution to the CIA* (New York: Atlantic Monthly Press, 1991),
    ☐ 177-187;
    ☐ 212-220;
    ☐ 251-263;
    ☐ 279-290.

☐ *Jeffrey T. Richelson, *A Century of Spies: Intelligence in the Twentieth Century* (New York: Oxford University Press, 1995), ch. 3: "Spies in the Great War: Eyes and Ears," 31-46.

Week 5: February 14, 2022: World War II and the Office of Strategic Services

Focus questions: What shifts do you see in attitudes towards intelligence during the Second World War? What technical changes prove to be most powerful?

    *G. J. A. O'Toole, Honorable Treachery: A History of U.S. Intelligence from the American Revolution to the CIA (New York: Atlantic Monthly Press, 1991):
    ☐ ch. 28: "Other People's Mail," 329-345;
    ☐ ch. 30: "Anatomy of Infamy," 365-383;
    ☐ ch. 32: "Cloak-and-Dagger: The OSS," 402-425.

☐ Richard Harris Smith, OSS: *The Secret History of America's First Central Intelligence Agency* (Guilford, CT: Lyon's Press, 2005), ch. 1: "Donovan's Dreamers," 1-32.

Optional

☐ Skim "OSS Sabotage Manual."

Week 6: February 28, 2022: The National Security Act of 1947 and the Founding of the CIA and NSA

Focus questions: Why did Truman decide that the creation of permanent and independent agencies to conduct HUMINT and SIGINT/Cryptologic intelligence was necessary? How did the creation of these agencies reflect America's new role as a superpower?

- ☐ *G. J. A. O'Toole, *Honorable Treachery: A History of U.S. Intelligence from the American Revolution to the CIA* (New York: Atlantic Monthly Press, 1991), ch. 33: "From OSS to Central Intelligence," 424-442;
- ☐ *Jeffrey T. Richelson, *A Century of Spies: Intelligence in the Twentieth Century* (New York: Oxford University Press, 1995), ch. 13: "New Adversaries," 215-231;
- ☐ Richard Harris Smith, *The Secret History of America's First Central Intelligence Agency* (Guilford, CT: Lyons Press, 2005), ch. 11: "OSS and CIA: The Espionage Gap," 331-352.
- ☐ *David Priess, *The President's Book of Secrets: The Untold Story of Intelligence Briefings to America's Presidents* (New York: PublicAffairs, 2016), 1-13.

Week 7: February 28, 2022: Atomic Spies, Covert Action and Technical Innovation (1950-60s)

Focus questions: What did VENONA reveal about Soviet spying in the United States? Were U.S. covert operations abroad justified? How did technical advances change the spying business?

- ☐ David Major and Peter C. Oleson, "Espionage Against America," *AFIO Guide to Intelligence Studies*, 59-70;
- ☐ Loch K. Johnson and Paul du Quenory, "CIA Operations: Did the CIA Go too Far in Its Covert Operations during the 1950s and 1960s?" *History in Dispute* 1 (2000): 64-71.
- ☐ *Jeffrey T. Richelson, *A Century of Spies: Intelligence in the Twentieth Century* (New York: Oxford University Press, 1995), ch. 18: "Technological Espionage," 293-309.
- ☐ *David Priess, The President's Book of Secrets: The Untold Story of Intelligence Briefings to America's Presidents (New York: PublicAffairs, 2016), ch. 2: "For the President's Eyes Only," 15-37.
- ☐ S. Eugene Poteat, "Scientific and Technical Intelligence: A Memoir by a S&T Intelligence Officer," *Intelligencer* 20, no. 3 (2014): 41-47.

Recommended Reading

Week 8: March 7-13: Take-Home MIDTERM (No class meeting)

SPRING BREAK: March 14-18, 2022: No Class or Assignments Due

Week 9: March 21, 2022: Scandals and New Oversight in the 1970s

Focus questions: How did the revelations of CIA and FBI malfeasance change the popular view of intelligence agencies in the United States? How did new oversight mechanisms change intelligence operations? What new questions do technical advances raise about espionage and how it should be conducted?

- ☐ James Kirkpatrick Davis, *Spying on America: The FBI's Domestic Counterintelligence Program* (New York: Praeger, 1992), ch. 1: "The Media Office Raid: Secret FBI Counterintelligence Becomes Public," 1-22.

☐ *Jeffrey T. Richelson, *A Century of Spies: Intelligence in the Twentieth Century* (New York: Oxford University Press, 1995), ch. 20: "The Technical Revolution Continues," 328-341.
☐ Loch K. Johnson, "The Church Committee Investigation of 1975 and the Evolution of Modern Intelligence Accountability," *Intelligence and National Security* 23, no. 2 (2008): 198-225.
☐ *David Priess, *The President's Book of Secrets: The Untold Story of Intelligence Briefings to America's Presidents* (New York: PublicAffairs, 2016), ch 4: "Out in the Cold," 59-85;

Week 10: March 28, 2022: The Reagan Revolution

Focus questions: What particular incidents, spies, technical innovations, and covert operations marked the 1980s? How important were intelligence operations to world politics?
*Jeffrey T. Richelson, *A Century of Spies: Intelligence in the Twentieth Century* (New York: Oxford University Press, 1995),
    ☐ ch. 23, "A New Decade," 373-387
    ☐ ch. 24, "The Year of the Spy," 388-403.
☐ *David Priess, The President's Book of Secrets: The Untold Story of Intelligence Briefings to America's Presidents (New York: PublicAffairs, 2016), ch. 7: "Write One for the Gipper," 129-164;
☐ John Walcott and Andy Pasztor, "Covert Action: Reagan Ruling to Let CIA Kidnap Terrorists Overseas Is Disclosed," *Wall Street Journal,* February 20, 1987, 1-5.

Week 11: April 4, 2022: The Post-Soviet Era

Focus questions: In what ways has intelligence gathering, analysis, and application changed since the Cold War ended? Is intelligence even more important to foreign policy makers now than during the Cold War? Why or why not?

☐ Thomas W. Shreeve, "The Intelligence Community Case Method Program: A National Intelligence Estimate on Yugoslavia," in Roger Z. George and Robert D. Kline, *Intelligence and the National Security Strategist* (Lanham, MD: Rowman & Littlefield, 2006), 327-340.
☐ *David Priess, *The President's Book of Secrets: The Untold Story of Intelligence Briefings to America's Presidents* (New York: PublicAffairs, 2016),
    ☐ ch. 10: "The Good Stuff," 223-252;
    ☐ ch. 11: "Under Investigation," 253-272.
☐ Stephen H. Campbell, "Intelligence in the Post-Cold War Period: Part I: The Changed Environment, Intelligencer 19, no. 3 (2012): 45-52.
☐ Stephen H. Campbell, "Intelligence in the Post-Cold War Period: Part II: "The Impact of Technology," *Intelligencer* 20, no. 1 (2013): 57-64.

Week 12: April 11, 2022: Intelligence Reform

Study Questions: Why have legislators in every decade since the CIA was first created called for intelligence reform? Do these calls reflect genuine dysfunction in the intelligence agencies or lack of recognition of the limits of any intelligence service?

☐ Gary Gomez, "Intelligence Reform Commissions and the Producer-Consumer Relationship," *Intelligence and National Security* 33, no. 6 (2018): 894-903.

- ☐ Elbridge Colby and Stewart Baker, "Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction," *Intelligencer* 20, no. 3 (2014): 49-53.
- ☐ William M. Nolte, "A Guide to the Reforming of American Intelligence: Past and Future," *Intelligencer* 19, 1 (2012): 57-61
- ☐ Amy Zegart, "An Empirical Analysis of Failed Intelligence Reforms before September 11,"*Political Science Quarterly* 121, no. 1 (2006): 33-60
- ☐ John H. Hedley, "The Evolution of Intelligence Analysis in the U.S. Intelligence Community," in eds. Roger Z. George and James B. Bruce, *Analyzing Intelligence: National Security Practitioners' Perspectives* (Washington, DC: Georgetown University Press, 2014), 23-35.

Week 13: April 18, 2022: Intelligence Liaison

Focus Question: What are the costs and benefits of intelligence collaboration with other nations?

- ☐ Lefebvre, Stéphane, "The Difficulties and Dilemmas of International Intelligence Cooperation," *International Journal of Intelligence and CounterIntelligence* 16, no. 4 (2003): 527-542.
- ☐ Chris Clough, "Quid Pro Quo: The Challenges of International Strategic Intelligence Cooperation," *International Journal of Intelligence and CounterIntelligence* 17, no. 4 (2004): 601-613.
- ☐ Diana Bolsinger, "Not at Any Price: LBJ, Pakistan, and Bargaining in an Asymmetric Intelligence Relationship," *Texas National Security Review* 5, no. 1 (2022), 1-34. https://tnsr.org/2021/11/not-at-any-price-lbj-pakistan-and-bargaining-in-an-asymmetric-intelligence-relationship/

Week 14: April 25, 2022: Where Does the IC Go From Here?

Focus Question: What is the future of the Intelligence Community and how can it best serve our 21st century needs?

- ☐ Oona A. Hathaway, "Keeping the Wrong Secrets: How Washington Misses the Real Security Threat," *Foreign Affairs*, January/February 2022, 85-98
- ☐ William Broad, "Inside the C.I.A., She Became a Spy for Planet Earth, "*New York Times,* January 5, 2021, 1-2.
- ☐ Mark M. Lowenthal, *The Future of Intelligence* (Cambridge, UK: Polity Press, 2018), ch. 5: "Looking Ahead," 115-130.
- ☐ Watch: Secrets of War Season 2, Episode 4: Spies in the Sky (52:02 min). https://www.youtube.com/watch?v=pLrI9vJUXa0

Week 15: May 2, 2022: Review and Prepare for Final

Take-Home, Open-Book Final Exam: May 7-12, 2022

IX. TECHNOLOGY

This course will mostly be conducted online. To participate in this class, you must have a working UTEP e-mail with access to the Internet. In addition, you will need a computer

capable of accessing the UTEP Blackboard learning management system, which operates most smoothly using the Mozilla Firefox and/or Google Chrome platforms. We will use Microsoft Office Suite (Word, PowerPoint, Excel, Adobe, Flash Player, and QuickTime. You also will need a webcam and microphone. **If you have questions about operating in the Blackboard Learning System, please check out the resources available at** https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html.

Technology issues will <u>never</u> be an acceptable excuse for late work. Professors are not technical support staff.

Tech support is set up to address technical questions and problems about Blackboard specifically. For all technological, hardware, software problems, lost files, and/or questions with Blackboard and difficulties you are having during an exam, contact the Technology Support Help Desk available to students 24 hours a day, 7 days a week.

Phone: 915-747-4357 or toll free: 1-877-382-0491
Website: https:www.utep.edu/technologysupport
In-Person: UTEP Library, Room 300

Check Your Technology

A. To complete this course, you must have a computer with a reliable internet connection. Mobile devices are not reliable for accessing exams and using the discussion board.

B. Blackboard Learning Management System. This entire course is provided through UTEP's Blackboard system, so students must activate and regularly use their Blackboard. accounts. Always log in using your UTEP name and password, and never as a guest (the guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through Blackboard. Contact UTEP tech support for any questions or concerns regarding navigating in Blackboard or learning how to do something in B.B.

C. Browser Information: Firefox seems to work the most consistently with Blackboard, but other supported browsers include Chrome, Safari, and Internet Explorer. Be sure to allow popups for Blackboard and clear your browser cache.

D. Verify that you have the most updated version of Java at http://java.com.

E. All word documents should be saved with a docx extension identifying it as a Microsoft Word file or compatible with Microsoft Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player

X. ACADEMIC INTEGRITY STATEMENT

If a student is suspected of cheating on the exams through collaboration with other students, the instructor will follow the university's policy regarding student dishonesty, which may result in a grade of zero and referral of the student to the Office of Student Conduct. If a

student is suspected of plagiarism, the instructor will follow the university's policy regarding student dishonesty, which may result in a grade of zero and referral of the student to the Office of Student Conduct.

Academic dishonesty or cheating is simply unethical and not acceptable under any circumstances. Plagiarism is a form of cheating that involves stealing the words and thoughts of others. It is a very serious academic violation that cannot be tolerated. The most common form of plagiarism is using information or original wording in a paper or other assignment without giving credit to the source of that information or wording. **Plagiarism also includes directly copying a source verbatim (word for word) and incorporating that copied material into the student's paper or assignment without first paraphrasing with proper referencing or placing the copied text into a direct quotation again with appropriate footnotes or citations.** Students must use their own words when not using direct quotes.

Direct quotes should be used sparingly and only when appropriate to provide examples, evidence, or illustrate specific points. **Students cannot simply cut and paste wording or text from source material to artificially construct their papers, essays, and other assignments. This practice is also considered plagiarism, even if references are done properly.**

Likewise, students must not submit work under their name that they did not do themselves. Students also may not submit work for this course that they produced for another course. If students are found to be cheating in any capacity, including plagiarism and collusion, they will be subject to disciplinary action, per UTEP catalog policy. Cases of academic dishonesty will be sent to the Office of Student Conduct and Conflict Resolution for adjudication and possible sanctions. Possible penalties for academic dishonesty include a zero for the assignment, a failing grade for the course, suspension, and even expulsion from the university. Students are responsible for understanding their specific obligations to maintain academic integrity. Please refer to the following link for further information on UTEP's policies on plagiarism and academic dishonesty: http://sa.utep.edu/osccr/academic-integrity

XI. STUDENT DISABILITY SERVICES STATEMENT

The course instructor will make reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact me personally in the first week of class to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106, within the first two weeks of classes. The CASS Office can also be reached in the following ways:

Website: http://sa.utep.edu/cass/
Phone: (915) 747-5148 voice or TTY Fax: (915) E-Mail: cass@utep.edu

XII. UTEP COURSE DROP POLICY

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than six**

courses over their entire academic career, including all courses taken at any public college or university in Texas.

A. If a student drops a course before the official census date, the course will not appear on the transcript and will not count toward the 6-course drop limit.

B. Dropping a course after the official census date, but before the course drop date will generate a W in the course—although the drop shows on your transcript, a W does not lower your GPA. However, a W counts against your 6-drop limit.

C. If the course is dropped after the course drop date or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an F in the course that permanently remains on the transcript.

D. UTEP also allows instructors to administratively drop any student due to excessive to submit assignments, discussion questions, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A W or an F will be issued. A W for these reasons counts against the 6-drop limit.

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* There is, unfortunately, no comprehensive history of pre-Conquest espionage in North America but it's safe to assume it took place.