SCHAR SCHOOL OF POLICY AND GOVERNMENT
George Mason University

POGO 742 DL1

DRAFT SUBJECT TO CHANGE

Course Number: POGO 742 DL1
Course Title: Intelligence & National Security

Instructor: Adjunct Professor Jim Danoy
Semester and Year: Fall 2025
Class Meeting Days: Tuesday/7:20pm-10:00pm/Online (Zoom)

Instructor Contact Information:

GMU e-mail: jdanoy@gmu.edu

Required Textbooks

1. Intelligence in the National Security Enterprise, Roger Z. George, (Georgetown University Press, 2020)
2. Spies, Lies, and Algorithms: The History and Future of American Intelligence, Amy B. Zegart (Princeton University Press, 2022)

Suggested Textbook

Intelligence: From Secrets to Policy, 9th Edition, Mark M. Lowenthal (CQ Press, 2022)

Course Description

This course will provide an overview of the U.S. Intelligence Community, its mission, organizational structure and challenges. The various intelligence disciplines (e.g., signals intelligence, human intelligence, geospatial intelligence, et.al.) will be described and evaluated and the intelligence process and cycle outlined. Particular emphasis will be placed on assessing the value of intelligence to planners, policymakers, and military operators. There will be an examination of how intelligence judgements are arrived at and how they can effectively be communicated to decision-makers. Reputed intelligence "successes" and "failures" will be examined and their effect on the "business of intelligence" and reform efforts will be evaluated. In discussing the functioning of intelligence services in a free society, issues such as transparency, ethics, oversight, and accountability of the Intelligence Community will be addressed and the role of Congress, the media, and the general public examined.

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Course Learning Objectives

The course is designed to achieve an overall understanding of the intelligence profession and the role of intelligence in national security decision-making. At the end of the course:

1. The student should be able to describe the structure, roles and mission of the U.S. Intelligence Community and the authorities and capabilities of the various intelligence agencies.
2. The student should be able to describe the intelligence disciplines and outline in detail the intelligence process and cycle.
3. The student should be able to have a fundamental understanding and appreciation of the process by which intelligence judgments are arrived at, to include knowledge of Intelligence Community analytic integrity standards and their value in the crafting of intelligence assessments.
4. The student should be able to have an appreciation for the relationship between intelligence officers and policymakers and to articulate the most effective means of communicating intelligence judgments to decision-makers.
5. The student should be able to be familiar with the process of foreign partnership engagement and the role foreign liaison relationships and collaboration play in intelligence support.
6. The student should be able to contrast the demands of a free society for transparency and accountability with the requirement for secrecy in intelligence operations.
7. The student should be able to articulate and critique Intelligence Community efforts to leverage current and emerging technologies such as Artificial Intelligence and the challenges facing the Intelligence Community to maintain relevance in an age of rapid technological change.

Evaluation

Student evaluations for the course will be comprised of:

Class Participation (40%) Participation in weekly Discussion Board forums, Zoom class sessions, Surveys, and Group exercises on topics related to the specific lesson plan for the week.

Individual Briefing (20%) A 8-10-minute video recorded oral presentation with accompanying 3-5 "stay behind" PowerPoint slides on an assigned topic of intelligence and national security importance which demonstrates comprehension of the topic and principles of effective communication. **Video oral briefing presentation due 06 October**.

Group Capstone Project (40%) A group project involving research and briefing presentation on an assigned intelligence issue. The Fall 2025 semester Capstone project will involve

evaluating the overall effectiveness of the Office of the Director of National Intelligence (ODNI) at its 20-year mark in accomplishing its stated mission. **Project submissions due 17 November with presentations to class commencing 18 November.**

Note: A "late penalty" will be assessed for work submitted passed the assigned deadline.

Grading Schema: Grade percentages will be converted to letter grades at the end of the grading period for a final course grade as follows: A+ = 97-100%, A = 94-96%, A- = 90-93%, B+ = 87- 89%, B = 84-86%, B- = 80-83%, etc. Please note: I do not round up grade percentages.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- Honesty: Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- Acknowledgement: Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, coauthored pieces, and project reports.
- Uniqueness of Work: Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is outlined in the university's procedures here. Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

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The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit the Disability Services website for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor in advance of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The Family Educational Rights and Privacy Act (FERPA) governs the disclosure of education records for eligible students and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or

employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence. Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone confidentially, please contact one of Mason's confidential employees in Student Support & Advocacy (SSAC), Counseling and Psychological Services (CAPS), Student Health Services (SHS), and/or the Office of the University Ombudsperson.

Course Policy on Use of Generative-AI Tools/Programs

General Statement: George Mason University permits the use of Generative-AI tools and leaves it to the discretion of the professor on whether it may be used in their course. Use of Generative-AI tools should be used following the fundamental principles of the George Mason University Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

Course Statement: The use of Generative-AI tools such as ChatGPT are permissible for this course as part of student research and in furtherance of course assignments. Any Generative-AI derived information incorporated by students into any briefing, paper, Discussion Board input, Group Project, or class discussion MUST be properly cited as such. Failure to do so will constitute a violation of the university Honor Code and will be subject to disciplinary action. As with any information, students will be responsible for the accuracy and reliability of Generative AI-derived information submitted as part of class assignments with inaccurate information being reflected in your grade.