ISSA 6381 – Historical Case Studies in Intelligence

Course Description/Overview

This course is designed to bring together the many things you have learned during the MISSA program. It is built around eight historical intelligence case studies stretching from the First World War to the continuing 14-year war in Afghanistan. In each of these case studies, you will learn about the role intelligence played contextually within each side's policymaking, planning, and operational efforts—and whether the intelligence effort helped or hindered the effort in question.

In each case study, you will determine how intelligence worked or failed to work, why this was the case, and how the performance of intelligence organizations influenced the course of the conflict. This will require you to have a strong grasp of context, culture, rationality, and change over time as it applied to each of the conflicts under study, and to relate the level of intelligence effectiveness to these factors and how well or poorly each side took account of them and incorporated key understandings into the intelligence and operations efforts. The case studies are complex and the reading load is thus heavy. We study the past to understand the present and succeed in the future. This is nowhere truer than in the intelligence profession.
Course Objectives/Learning Outcomes

Objectives: As a result of completing this course, the student will be able to:

1. Comprehend the varying roles and effectiveness of intelligence in policymaking, security, and armed conflict—collectively and within the context of each of the course’s eight case studies.
2. Understand how intelligence organizations interact with their policy and military counterparts during crises.
3. Comprehend how and why a deep understanding of one’s adversary confers various benefits during armed conflicts as well as crises short of war.
4. Given a specific case study, understand how intelligence influenced the course of events and whether the influence aided or hindered policy efforts.
5. In cases where a given side failed to achieve its objectives, comprehend the degree to which policy, intelligence, and operational failures contributed to defeat.
6. In cases where a given side achieved its objectives, understand the degree to which policy, intelligence, and operations successes contributed to the victory.

Texts and Materials:

Required Texts

Recommended Texts
Recommended Websites
These websites provide access to a broader selection of literature the student may want to reference for this course.

11. Foreign Policy Research Institute: http://www.fpri.org/about/

Grading Policies
Grades will be based on an ability to organize the material, integrate relevant concepts and theories, and present them in appropriate forms.

**A Note on Grades:** ISSA 6381 is a colloquium (meaning a group discussion, from the Latin Colloqui – to talk together, to have a conversation). As such, weekly participation in the discussion threads is expected and forms part of the grade.

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Engaged participation (Discussion)</td>
<td>30%</td>
<td>Weekly</td>
<td>Weekly, except for week 8 (final). Initial posts are due by Friday 11:59PM (CST) and all discussions completed by 11:59 PM (CST) Sundays.</td>
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<tr>
<td>Weekly Assessment-Essays</td>
<td>30%</td>
<td>Weekly</td>
<td>Week, due each Sunday not later than 11:59 CST. These 2-page papers require you to provide a brief background and assessment of the week’s case study, including what you consider to be the most important insights you gleaned from studying intelligence and policy efforts relating to the conflict.</td>
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<tr>
<td>Final Essay-Exam</td>
<td>40%</td>
<td>Week 8</td>
<td>Due Friday of Week 8, not later than 11:59 CST. Complete and submit an 10-12 page assessment-essay regarding the effectiveness of intelligence and policy in any of the conflicts you studied in this course. Use course readings and credible outside sources to assess the level of policy-intelligence success or failure based on US strategic aims and their supporting policy objectives. Provide (1) a brief background regarding the conflict, (2) an assessment of the effectiveness of both sides’ strategy and policy development, (3) the role of intelligence in both sides’ strategy and policy development as well as during the conflict itself, and (4) comparisons of the opposing sides’ level of effectiveness in the policy-intelligence arena.</td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 59 % and below.

**Rubrics**

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

- [Discussion Rubric](#)
- [Writing Assignment Rubric](#)

Grades will be based on your ability to organize the material, integrate relevant concepts and theories, cite your sources, and present them in essay form in discussion threads as well as midterm and final assignments. You are expected to apply your own observations as necessary when demonstrating grasp of material.

You must contact your professor before the assignment is due if you believe it will be late. Failure to do so will result in a zero for the assignment.

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**Course Organization:**

**Lesson 1: Intelligence in a New Century—World War I**

**Lesson Objectives (A list of goals and objectives for this lesson)**

1. Introduce the course and cover course requirements, syllabus and policies.
2. Understand the contextual factors surrounding intelligence in World War I, in particular the differences between the major operational fronts (Western, Eastern, and Middle Eastern) and how these drove operations and intelligence efforts.
3. Understand why increasingly advanced intelligence capabilities on the **Western Front** did not help to break the trench-warfare stalemate and how they might in fact have perpetuated it.
4. Comprehend why German SIGINT was so important to the victories at Tannenberg and Masurian Lakes on the **Eastern Front** in 1914, and how they set the stage for further German and Austro-Hungarian successes.
5. Comprehend Commonwealth (British) and Ottoman efforts in Mesopotamia and Palestine (the **Middle East** Front) from 1914 to 1918.
6. Understand how intelligence influenced the course of operations at various points in these campaigns in the **Middle East**.
7. Understand how Commonwealth deception relied on intelligence and irregular-warfare efforts, and how it contributed to British victory in the **Middle East** in 1918.
8. Comprehend how intelligence and strategy interacted during World War I.
9. Understand the uses and limits of intelligence within the context of World War I.

**Lesson 2: Intelligence Comes of Age—World War II and Its Interwar Antecedents**

**Lesson Objectives**

1. Understand the contextual factors surrounding intelligence leading up to and during World War II.
2. Comprehend why intelligence grew in importance to the war effort compared to the American Civil War and First World War.
3. Comprehend the differences—and different levels of effectiveness—of Allied and Axis intelligence in the European Theater.
4. Comprehend the differences—and different levels of effectiveness—of Allied and Axis intelligence in the Pacific Theater.
5. Understand the influence of intelligence on Allied and Axis fortunes at the grand-strategic (policy), military-strategic (overall military conduct), operational (campaign-level), or tactical (battles) levels of war.
6. Comprehend how intelligence and strategy interacted during World War II.
7. Understand the uses and limits of intelligence in the context of World War II.

Lesson 3: Cold War Dilemmas I—The Korean War

Lesson Objectives

1. Understand the contextual factors surrounding the role of intelligence during the Korean War.
2. Comprehend where and why intelligence either succeeded or failed as an aid to policymakers as they sought to wage the war to a successful conclusion (and note that the definition of “success” changed during the war).
3. Comprehend where and how intelligence proved to be particularly useful from the strategic to the tactical levels.
4. Comprehend how intelligence influenced the larger response to the crisis, its resolution, and succeeding Cold-War developments.
5. Understand how, when, and why different intelligence sources proved more or less successful in anticipating the North Korean attack and then in supporting the military effort from 1950-1953.
6. Discern whether and to what degree the use of intelligence improved from the Truman to the Eisenhower administration and why.
7. Understand how the Eisenhower administration employed intelligence to fulfill his major campaign promise to the American people—to end the Korean War.
8. Consider the costs of the war, the success of South Korea, the continuing threat posed by North Korea, and the large American military presence in South Korea in order to assess the level of long-term grand-strategy and policy success since the Armistice (NOT a peace treaty) went into effect in August 1953.

Lesson 4: Cold War Dilemmas I—The Cuban Missile Crisis

Lesson Objectives

1. Understand the contextual factors surrounding the role of intelligence during the Cuban Missile Crisis.
2. Comprehend where and why intelligence either succeeded or failed as an aid to policymakers as they sought to resolve the crisis.
3. Comprehend the reasons why President Kennedy ultimately relied more heavily on ExCom inputs than on intelligence but also where and how he found intelligence to be particularly useful.
4. Comprehend how intelligence influenced the larger response to the crisis, its resolution, and succeeding Cold-War developments.
5. Understand why labeling a complex intelligence effort like the one for the Cuban Missile Crisis a “success” or a “failure” is too vague.

Lesson 5: Cold War Dilemmas II—The Vietnam War

Lesson Objectives

1. Understand the contextual factors surrounding the role of intelligence during the American period of the Vietnam War.
2. Comprehend the degree to which American intelligence professionals and policymakers learned from the preceding French experience in Vietnam.
3. Comprehend the factors that contributed to the “Tet Effect” and how those factors apply to other intelligence failures.
4. Comprehend why civilian and military leaders persisted in giving the American public overly optimistic intelligence assessments about Vietnam.
Lesson 6:  Context and Culture—The French Experience in Algeria

Lesson Objectives

1. Understand the contextual and cultural factors surrounding the role of intelligence during the Algerian War.
2. Comprehend the degree to which French intelligence personnel, senior commanders, troops, and policymakers learned from the preceding French experience in Vietnam.
3. Comprehend why French intelligence and counterinsurgency efforts succeeded in Algeria. Discern the differences in Galula's and Trinquier's approaches.
4. Comprehend how and why pacification efforts in the field played such a major role in the French military-strategic victory.
5. Understand why French policymakers decided to leave Algeria after their military had won a resounding victory. Compare and contrast this briefly with American policymakers' decisions to leave Vietnam and Iraq after military victories there.

Lesson 7:  Cognition, Rationality, and Surprise—The Yom Kippur/October War

Lesson Objectives

1. Understand the contextual and cultural factors surrounding the role of intelligence during the Yom Kippur/October War.
2. Comprehend why Israeli policymakers and civilian leaders failed to prepare for the Egyptian-Syrian attack despite ample warning.
3. Understand how and why Egyptian/Syrian intelligence and deception worked.
4. Comprehend how effectively the intelligence process worked for the Israelis.
5. Comprehend how and why the war threatened to become a flashpoint for direct Superpower conflict, and how policymakers averted this outcome.
6. Understand how the war changed the grand-strategic balance in the Middle East for the next 40 years—and perhaps more.

Lesson 8:  Continuing Dilemmas—Iraq, Afghanistan, and Iran

Lesson Objectives

1. Understand the contextual and cultural factors surrounding the role of intelligence and policymaking in the Iraq and Afghanistan Wars and with the Iran nuclear issue.
2. Comprehend why American policies regarding the three countries developed how they did, and what their effects and effectiveness have been.
3. Understand how American efforts regarding Iraq may have helped to fuel the rise of IS and the continuing high level of instability and violence in the region.
4. Understand how and why the Taliban and the Iranian government continue to succeed in preventing the US from achieving policy objectives.
5. Comprehend how the Taliban and Iranian government have been able to leverage US policy decisions, or lack thereof, in their favor.
6. Comprehend the key policy issues and threats posed by a Taliban-ruled Afghanistan and a nuclear Iran.
7. Discern how the American policy-intelligence process might more effectively address these three major national-security challenges in the Middle East.

Communication

Office Hours and/or hours of outside-of class contact

Please see point of contact information in CV / Syllabus section, in the menu to the right.
University Policies

**Academic Integrity** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

**Accommodations for Disability**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

**Student absence for religious holidays**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.