ISSA 3310: Introduction to Discipline of Intelligence

Course Description/Overview:

This course provides an understanding of the basic elements of intelligence through an understanding of the U.S. intelligence community (IC) as well as through a review of past historical events which intelligence has played a key role. We will briefly look at the history and development of the IC; the intelligence cycle through which intelligence is gathered, analyzed, and disseminated; the various types of intelligence (SIGINT, HUMINT, etc …); and other aspects of the intelligence field as time permits, including counterintelligence and covert action. Students will review the “lessons learned” that have come out of U.S. intelligence successes and failures, and specify the changes and additions to the IC since the attacks on 11 September 2001. The course will also give students an understanding of, and keen insight into, the role intelligence agencies play in strategy and policy development, and how policymakers use (or misuse) intelligence estimates. Finally, the course will review intelligence failures, consider intelligence reform issues, and evaluate the need for change. The intelligence reform lesson will emphasize the importance of preparing intelligence for and providing it to policymakers and our nation’s warfighters in a manner that results in information sharing and underscores a renewed post-9/11 commitment to conduct intelligence activities in a manner that fully respects and protects American civil liberties and privacy.

Students will look at two cases studies, illustrating intelligence-policy failures and how such failures influence threat assessments, military strategy, and foreign policy.

Required Texts:

Readings will be assigned and made available through Blackboard.

Course Objectives:

After completing this course, students will be able to:

1. Briefly explain what the IC is and what organizations make up the U.S. IC;
2. Demonstrate the intelligence cycle and the function of each step;
3. Understand the key intelligence functions and understand the various types of intelligence;
4. Demonstrate a working knowledge of intelligence policy challenges facing the U.S. and the role of intelligence in the formulation of policy;
5. Demonstrate how the intelligence enterprise contributes to the policymaking process;
6. Comprehend the complexities of intelligence reform requirements in view of failures in the intelligence-policy nexus; and
7. Understand the complexities and challenges of intelligence reform measures.

Grading Policies:
Grades will be based on an ability to organize the material, integrate relevant concepts and theories, and present them in the appropriate format. A major portion of students’ grades will come from their participation in the weekly discussion questions. This includes not only answering the primary question posed for that week but also ensuring that each student engages with their colleagues. This means each student will respond to a minimum of two fellow students’ initial posts. Responding to two other students is the bare minimum expected – and will result in an adequate grade for this portion of the class. It is expected, and hoped, that students will respond to multiple initial posts and do so in a meaningful manner (i.e. engaging in a discussion and providing sources and not simply replying that you enjoyed the initial post).

**Grading 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 an ability to organize the material, integrate relevant concepts and theories, and present them in appropriate forms.

**Assignments:**

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of grade</th>
<th>Due date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Discussion Posts</td>
<td>40%</td>
<td>Weekly with exceptions listed under Notes</td>
<td>Primary postings are due no later than 2359 Central Time on Fridays. Responses are due no later than 2359 Central Time on Sundays. There are no discussion questions for weeks 4, 6, and 8.</td>
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<tr>
<td>Midterm Presentations</td>
<td>20%</td>
<td>Sunday at end of week four (11 February 2018)</td>
<td>Assignment consists of PowerPoint presentation (6-8 slides) and must be submitted no later than 2359 Central Time on the due date.</td>
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<tr>
<td>Midterm Critique</td>
<td>10%</td>
<td>Sunday at end of week six (18 February 2018)</td>
<td>Each student will provide a critique of another student’s Midterm Presentation.</td>
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<tr>
<td>Final Essay</td>
<td>30%</td>
<td>Wednesday during week eight (7 March 2018)</td>
<td>The final essay is an 8-10 page paper to be submitted no later than 2359 on Wednesday, 7 March. Topics will be posted the beginning of week 6.</td>
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Early submissions for the three primary assignments are allowed, but do feel free to make use of the time allotted for each assignment. There are no extra points for early submissions.

Angelo State University employs a letter grade system. Grade 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

Failure to submit any major assignment may result in an incomplete (‘I’) being submitted. After a period of time, if not reconciled, an incomplete grade will be changed to an ‘F.’

**Grading Standards and Assignment Expectations:**

1. Work that is incomplete and inaccurate, which demonstrates an inability to apply information to actual situations, is not of passing quality;

2. Work that is complete and accurate, which demonstrates a basic understanding of the material, and perhaps an ability to apply information to actual situations at a fundamental level, is ‘C’ level work;

3. Work that is complete and accurate, which demonstrates a firm understanding of the material, and an ability to effectively apply information to actual situations at a high level, is ‘B’ level work;

4. Work that exceeds standards of completeness and accuracy, which demonstrates a superb understanding of the material, and an ability to apply and analyze material, is ‘A’ level work.

5. Weekly discussion posts should be a minimum of 250 words. They should use course material to fully address the question. While I will not be grading on the quality of citations in the discussion posts, it is a good time to practice how to correctly cite sources if you are unfamiliar with how to do so. Responses to initial posts must go beyond observations such as “nice post” or “you raise some good points” but actively engage the issue(s) raised by your classmate’s initial post. Failure to do so will result in a low mark for that week’s discussion post grade. Each response post should be a minimum of 150 words. Feel free to comment to more than two classmates, but that is not required.

**Course Organization/Learning Outcomes/and Required Readings:**

**Part I: Understanding the Purpose of Intelligence**

**Lesson 1: Defining Intelligence in the Context of National Security**
Learning Outcomes:
1. Explain what intelligence is in the context of national security.
2. Comprehend which agencies comprise the Intelligence Community (IC) and the important roles and contributions each makes towards forming and shaping US national security policy.
3. Explain why we have 16 separate and distinct agencies representing the IC.

Required Readings:
Office of the Director of National Intelligence website. Read material under the following three tabs:
- What is Intelligence?
- Members of the IC
- IC Policies & Reports


Lesson 2: Key Functions of Intelligence – Who Does What?

Learning Outcomes:
1. Describe the agencies comprising the Intelligence Community (IC).
2. Describe three key functions of the intelligence enterprise – Collection, Analysis, and Dissemination – and how they interact between the intelligence process and policy.
3. Explain the intelligence "macro" cycle and the process for executing key intelligence functions.
4. Comprehend how the intelligence cycle works and contributes to national security policy.

Office of the Director of National Intelligence website. Read material under the following three tabs:
- What is Intelligence?
- Members of the IC
- IC Policies & Reports


Lesson 3: Covert Intelligence and Counterintelligence Operations

Learning Outcomes:
1. Comprehend what covert intelligence is and means as opposed to clandestine operations.
2. Comprehend the value of success and failure of covert operations.
3. Comprehend the risk and challenges with conducting covert and counterintelligence operations.
4. Comprehend the difference between counterintelligence and covert operations.
5. Explain what counterintelligence is and why it is a necessary function.

Daniel Golden, "American Universities Infected by Foreign Spies Detected by FBI", Apr 8, 2012

National Geographic: Inside Special Forces; March 16, 2009. Video 56:28 in length
Part II: The U.S. Intelligence Enterprise and the Role of the Policymaker

Lesson 4: The Limits of U.S. Intelligence

Learning Outcomes:
1. Describe how the relationship between intelligence and policy can impact intelligence effectiveness.
2. Describe how 9/11 has changed the intelligence – policy nexus.
3. Comprehend how the policymaker uses intelligence to shape national security policy.


Recommended Readings:

Lesson 5: The Intelligence and Policymaker Relationship

Learning Outcomes:
1. Describe how the IC contributes to the policymaking process regarding US security challenges and the protection of US national security interests.
2. Explain how policy failures contribute to intelligence failures, and how the reverse also occurs.
3. Comprehend the difference between policy-making bodies and the IC, and the potential for tension at each stage in the intelligence process.
4. Explain how intelligence assessments help in formulating national security policy.

Murphy, LTC James, and Dr. K. Wayne Smith. "Making Intelligence Analysis Responsive To Policy Concerns." CIA Historical Review program file; release in full 22 Sept 1993.

Video: CADO PODCAST. The Relationship between Intelligence and Policy. Video is 55 minutes long.

Recommended Readings:


Lesson 6: Intelligence Failure: Case Studies of 9/11 and Weapons of Mass Destruction in Iraq

Learning Outcomes:
1. Explain the intelligence missteps that led to the intelligence-policy failure of WMD in Iraq.
2. Describe the key failures that led up the 9/11 attacks on the U.S. and understand the "sharing" arguments"
3. Describe how the intelligence process can fail when providing intelligence estimates to policymakers.
4. Understand how the politicalization of intelligence can shape national security policy.

Video: The Man Who Knew on PBS. See more from FRONTLINE.

Marrin, Steve. "Preventing Intelligence Failures by Learning from the Past" Read all.
Rovner, Joshua. "Intelligence, Policy, and the War in Iraq - Analysis" Eurasireview: News and Analysis.
The 9/11 Commission report. Scan the 585 page document.

Part III: Intelligence and Accountability

Lesson 7: Intelligence Oversight Responsibilities and Ethics

Learning Outcomes:
1. Comprehend the intelligence and national security policy challenges facing America today as presented by the global terrorist threat and the necessity of intelligence oversight.
2. Describe the role of intelligence and national security policy regarding the ongoing fight against terrorist and violent extremist organizations, and why the PATRIOT ACT is an important part of our national efforts to combat extremists wishing to do harm against America and her allies.
3. Evaluate how the death of Bin Laden changes the national security and intelligence nexus.
4. Comprehend, in the context of intelligence oversight, the changes in the U.S. National Security and Intelligence enterprise following the 9/11 attacks from 2001-2007.


Recommended Readings:

Lesson 8: Intelligence Reform and Future Threats to U.S National Security

Learning Outcomes:
1. Comprehend why intelligence reform is needed and why it is important.
2. Describe the challenges of Intelligence reform.
3. Comprehend why intelligence reform is difficult.
4. Describe how intelligence reform enhances national security.


Summary of Intelligence Reform and Terrorism Prevention Act of 2004, United States Senate Committee on Governmental Affairs, December 6, 2004.

Recommended Reading: