**Course Description/Overview**

If war is in fact the extension of politics by other means, this course aims to understand how and why states use force in pursuit of their national interests. The class will study the classical theories of warfare, including Clausewitz and Sun Tzu. Case studies in warfare from the 19th and 20th centuries will help students to develop a model of how states have traditionally used war and supporting intelligence to accomplish policy aims at strategic, operational, and tactical levels. The class will also explore what technological and political shifts during the last decade imply about how states can and will use force in the future as a part of their national security policies. Finally, this course reviews how intelligence supports each level of warfare and how intelligence successes and failures affect strategic outcomes.

*Click this link for a printable version of the syllabus.*

**Course Objectives/Learning Outcomes**

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

1. Understand how military intelligence has historically evolved in its relationship to application of force
2. Understand the complexity of the military intelligence enterprise and its relationship to the larger Intelligence Community (IC) and National Security Enterprise
3. Comprehend how technology has shaped and advanced intelligence capabilities and changed the role of intelligence
4. Understand how military intelligence advances have impacted US military operations at the tactical, operational and strategic levels of warfare

**Required Texts:**


Other readings as assigned by topic.

**Recommended Websites**

These websites provide access to a broader selection of strategy related literature the student may want to reference for this course.
Online Intel Resources

1. The two leading intelligence journals are *Intelligence and National Security* and the *International Journal of Intelligence and Counterintelligence*.
2. The CIA’s *Center for the Study of Intelligence* publishes unclassified articles reports including the always interesting *Studies in Intelligence* (https://www.cia.gov/library/center-for-the-study-of-intelligence/).
3. The *National Security Archive* at George Washington University publishes excellent historical material on intelligence topics (http://www.gwu.edu/~nsarchiv/).
6. http://www.afcea.org/content/?q=signal

Periodicals

6. Foreign Policy: http://www.foreignpolicy.com/
8. Foreign Policy Research Institute: http://www.fpri.org/about/

Think Tanks

5. International Institute for Strategic Studies: http://www.iiss.org/

Grading Policies

A Note on Grades: ISSA 6310 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. Late submissions will have a 10 points deduction per day after grading score, unless prior arrangements are requested by and approved by phone call. Final grades are composed as follows:

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<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tr>
<td>Participation in the Discussion Board</td>
<td>30%</td>
<td>Weekly when no essay is assigned. Primary postings are due no later than 11:59 p.m. Central Time on Fridays. Responses are due no later than 11:59 p.m. Central Time on Sundays. If issues arise contact the instructor by phone. For the Discussion Threads each week, please provide your initial response of at least 300 words to the selected question. You will post a word count at the end of your initial posts and responses to your classmates’ posts to ensure compliance. Posts will</td>
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be deducted for failing to post or make the word count. You will comment on at least two other students' postings – this is a minimum-with each word count on these being at least 150 words. This is mandatory for consideration for credit and must show critical thinking in the responses. Points, depending on the context of submissions, are awarded for initial post (50%), one post (75%) and two posts (100%). The caveat is that the word counts must be included and met.

Your participation in the discussion will be graded using the Discussion Rubric.

Midterm Paper | 30% | Due to the instructor by Sunday of Week 4 at 11:59 PM CST. 3-5 Pages
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Final Paper | 40% | Due to the instructor by Wednesday of Week 8 at 11:59 PM CST. 12-14 Pages

**Midterm Paper (3-5 Pages):**
Pick a technological advance or geopolitical/political trend that had a major impact on military intelligence from 1973 to present time. Include the following in your essay:

- Describe the advance or trend (e.g. Drone technology, Cyber communications, Collateral Damage concerns, social media, domestic surveillance concerns, etc.)
- How did this advance/trend impact military intelligence? Did the military embrace the trend and view it as an opportunity? Did the trend degrade or enhance military intelligence capabilities?
- If a technology was the trend did the military drive the technology or become a late adopter?
- Was the trend a positive development or a challenge for intelligence, or both?
- What impact did the trend have on the use of force at the strategic, operational, or tactical level of warfare?
- Students will turn in Midterm Paper on Lesson 4. Instructor will send ungraded version of all midterms to students for their records. Students are expected to read all midterms along with other reading assignments and incorporate content in subsequent weekly discussion threads.
- Due to the instructor by Sunday of Week 4 at 11:59 PM CST

**Final Paper Assignment (12-14 Pages):**
Pick a strategic, operational, or tactical military event and describe the following military intelligence factors associated with that event. One of your primary texts, Intelligence and Military Operations, offers some excellent historical examples on the study of intelligence in specific events:

- What was the capability of military intelligence at the outset of the event?
- What role did military intelligence play in the event? Was intelligence a paramount component or more a supporting factor?
- Did military or government leadership understand and properly use intelligence?
- Was intelligence synchronized with the planning and execution of the military event?
- What were the technological and geopolitical factors at the time of the event and what impact did they have on intelligence?
- What was the overall relationship of military intelligence with the larger intelligence community? Did they work well together?
- Was intelligence support seen as a success or failure?
- Due to the instructor by Wednesday of Week 8 at 11:59 PM CST
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.

Course Organization:

Lesson 1: Introduction to the Uses of Military Intelligence in the Pursuit of National Security

Lesson Objectives
1. Introduce the course and cover course requirements, syllabus and policies.
2. Identify the components of US military intelligence.
3. Understand some different frameworks for studying US military intelligence.
4. Understand the basic relationship of US military intelligence with the larger Intelligence Community.
5. Understand the historical perspective of the role and importance of intelligence in military operations at the tactical, operational, and strategic levels.

Readings
Statement for the Record, Worldwide Threat Assessment of the US Intelligence Community, Senate Select Committee on Intelligence, Senate Cong. (February 9, 2016) (testimony of James R. Clapper, Director of National Intelligence): [Link to hearing]
"50 Years of Excellence in Defense of the Nation." DIA. Accessed August 14, 2013: [Link to DIA history].

Lesson 2: Historical and Doctrinal Review of Military Intelligence

Lesson Objectives
1. Understand Sun Tzu’s and Clausewitz’s theory of warfare as they relate to the importance of military intelligence in National Security Strategy.
2. Understand the doctrinal differences on how intelligence was used in past operations and the impact on military results.
3. Understand the US Military Strategic, Operational, and Tactical levels of warfare and the role of military intelligence in each.

Readings
"2.0 Joint and National Intelligence Support to Military Operations." Joint Publication, Chapter 1: [Link to document].

Recommended Readings:

Lesson 3: The Impact of Technology and Geopolitics on Military Intelligence
Lesson Objectives
1. Understand how technological advances have impacted military intelligence.
2. Understand how improved intelligence capabilities have transformed military operations.
3. Understand challenges associated with capability improvement.
4. Comprehend which geopolitical/political trends have challenged military intelligence capabilities.
5. Understand the challenges of military intelligence enterprise in the context of multiple spectrum of conflicts encountered in the US National Security arena.

Readings

Ackerman, Robert K. "Military Intelligence Looks Within: A Re-examination of Goals and Capabilities Is Forcing the Community to Focus on Human Assets." SIGNAL Online, November 2000: http://www.afcea.org/content/?q=node/652.

Lesson 4: Military Intelligence in the Post-Vietnam Cold War: Strategic Intelligence

Lesson Objectives
1. Understand key factors that shaped the evolution of Military Intelligence in the Cold War leading up to the Post-Vietnam era.
2. Understand how military intelligence capabilities were organized, synchronized, and utilized during the Cold War.
3. Understand how technology impacted the development of military intelligence capabilities during the 1970’s and 1980’s.
4. Understand how Cold War capabilities postured the military intelligence enterprise at the end of the Cold War.

Required Readings:


Recommended Readings:

Lesson 5: Military Intelligence in Desert Storm. (Operational Intelligence)
Lesson Objectives

1. Understand the state of military intelligence at the leading up to the Gulf War.
2. Understand the challenges of transitioning intelligence assets from a strategic to an operational role.
3. What role did the larger Intelligence Community play in supporting an operational level military campaign?
4. Understand how intelligence at all levels was synchronized to support an operational level of warfare.
5. Understand impact of technological advances and their impact on the Gulf War.
6. What were the key intelligence lessons learned in Desert Storm?

Required Readings:


Recommended Readings:


Lesson 6: Military Intelligence in Iraq Counterinsurgency (Tactical Intelligence)

Lesson Objectives

1. Understand how military intelligence supported major combat operations and Operation Iraq Freedom and the challenges faced after MCO was over.
2. Understand relationship of intelligence and Counterinsurgency operations.
4. Understand how intelligence driven operations in Iraq changed the nature of the US Intelligence Community.
5. Understand how the role of military intelligence professionals changed as a result of COIN operations in Iraq.
6. Understand impact of dramatic changes and intense focus of intelligence operations during war on US National Security in other theaters of operations.

Required Readings


Recommended Readings:

Lesson 7: US Military Intelligence Lessons Learned

Lesson Objectives
1. Comprehend the advances in US military intelligence from 1973 to the present in the context of failures and successes.
2. Understand and be able to categorize intelligence failures and successes, both real and perceived.
3. Understand the challenges of defending failure and learning from successes.

Required Readings:

Lesson 8: Way Ahead for Military Intelligence

Paper Due

Lesson Objectives
1. Understand how military intelligence challenges in the last 40 years have shaped future capabilities.
2. Understand the ever-evolving relationship of military intelligence with the larger intelligence community as the US moves from one conflict to the other.
3. Understand the inextricable link between intelligence and technology.
4. Understand how inertia and surges in intelligence capabilities hinder and help intelligence operations in the application of US force.

Required Readings:
- Irwin, Sandra I. "Too Much Information, Not Enough Intelligence." Too Much Information, Not Enough Intelligence. May 2012: [http://www.nationaldefensemagazine.org/archive/2012/May/Pages/TooMuchInformation,NotEnoughIntelligence.aspx](http://www.nationaldefensemagazine.org/archive/2012/May/Pages/TooMuchInformation,NotEnoughIntelligence.aspx)

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

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. According to the Student Handbook, plagiarism is explained as:
1. The representation of words, ideas, illustrations, structure, computer code, other expression or media of another as one’s own and/or failing to properly cite direct, paraphrased or summarized materials.

2. Self-plagiarism which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student. http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php

So there is no misunderstanding, the Turnitin limit is 20% and you will need to paraphrase prior to posting to reach below that threshold. I will not accept work submitted in another class. Also, any indication of plagiarism may result in a F for the assignment.

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.