ISSA 6309 – Intelligence Support to Policymaking

Course Description/Overview

This course examines the principal roles of intelligence in a post 9/11 environment and in national policy formulation, in the provision of strategic and tactical warning, in providing support for military operations, and in covert action. The focus is on problems inherent in conducting intelligence in a democracy and on the ethical considerations associated with providing high quality intelligence analysis. The course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. The changing nature of intelligence vis-à-vis policy formulation, with illustrations from the global war on terror and the Iraq war, serve as examples of the relationship between intelligence and policy. Students will analyze and evaluate the future political, cultural, and institutional challenges facing the National Intelligence Community as it supports national security policy. This course is similar to, but distinct from, ISSA 6300, which focuses to some degree on the role of intelligence in a democracy and does address the post-911 IC effort. However, ISSA 6309 is intended to take this to the next level of detail through case studies and other pedagogical means.

This course is heavily focused on current (and recent) events. As such, students are expected to remain up-to-date on current national security issues affecting the U.S. government and be prepared to address how both analysts and policymakers are reacting to them. As a current events class, much of the literature will have a partisan bent. Not necessarily Democrat or Republican, but many (all?) of the authors will have a specific point to make in an effort to affect current policy deliberations and/or get their own side of the story on the historical record. In more historical classes, discussions of topics such as Pearl Harbor or the Vietnam War generally follow a standard narrative that is widely accepted and, more importantly, the discussions lack the personal emotions and experience that can color one's judgments on the issues. With this class, we will be focusing on events since 2001 and thus covering topics that we all remember and experienced personally. As such, it is tempting to let emotion cloud our analysis (as often happens with some of the readings), but I encourage each of you to try to take the "long view" and look at recent events through historical experience to put them in the proper context. Take each of the assigned readings with a grain of salt, particularly if the given author is out to prove he was right and everyone else was wrong—the truth is always somewhere in between. Similarly, do your best to take the analytic view in our discussions rather than the emotional one. We are not here to debate policy, but to discuss how policy and analysis interact in an effort to improve both of them.

Required Texts:


Grading Policies

This course employs writing assignments and weekly discussions to measure student learning

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<th>Assignment</th>
<th>Percent of Grade</th>
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Discussion Thread participation | 30% | Occurs every week that class is in session.
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First Essay | 35% | 8-10 page essay. Due Sunday at the end of lesson 4 by midnight Central Time.
Final Essay | 35% | 8-10 page essay. Due Sunday at the end of lesson 8 before midnight Central Time.

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 Objectives**

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

1. Analyze the challenges of establishing effective intelligence analyst/policymaker interactions.
2. Discuss how policymakers utilize intelligence assessments to pursue their policy and political goals.
3. Assess how analysts are involved in the policy process regardless of their efforts to remain separate and objective.
4. Assess analyst-policymaker interaction before the September 11th attacks regarding the terrorist threat to the U.S. homeland.
5. Describe the role of strategic warning in addressing threats to national security.
6. Discuss the roles of analysts in preparing strategic warning and of policymakers in responding to it.
7. Discuss the key challenges in analyst-policymaker interaction leading up to the invasion of Iraq.
8. Assess how the failure to find WMD in Iraq is affecting both intelligence assessments and policy options regarding WMD programs in other countries.
9. Describe how and why the Global War on Terrorism has shifted its emphasis from capture to kill.
10. Assess the challenges of providing intelligence assessments in ongoing situations where policy is ill-defined, changing, or both.

**Lesson 1: Analyst-Policymaker Interactions: Theory**

Learning Outcomes:

1. Analyze the challenges of establishing effective intelligence analyst/policymaker interactions.
2. Describe the issue of politicization and how it affects the analyst/policymaker relationship.
3. Assess the role of analytic tradecraft in attempting to address the politicization challenge.
4. Discuss the responsibilities that intelligence analysts have to policymakers as well as the responsibilities policymakers have to intelligence analysts.
Required Readings:

6. Paul R. Pillar, *Intelligence and U.S. Foreign Policy*, Chapter 1

Recommended Readings:


**Lesson 2: Analyst-Policymaker Interactions: Practice**

Learning Outcomes:

1. Discuss how policymakers utilize intelligence assessments to pursue their policy and political goals.
2. Assess how analysts are involved in the policy process regardless of their efforts to remain separate and objective.
3. Analyze the interaction between policy and analysis in key national security events during the Cold War.
4. Demonstrate the unique role of covert action in straddling the analyst/policymaker divide.

Required Readings:


7. Paul R. Pillar, Intelligence and U.S. Foreign Policy, Chapters 5 and 6

Recommended Readings:


Part II: Homeland Attacks and Strategic Warning

Lesson 3: The September 11th Attacks and Intelligence Reform

Learning Outcomes:
1. Assess analyst-policymaker interaction before the September 11th attacks regarding the terrorist threat to the U.S. homeland.
2. Discuss the impact of the September 11th attacks on efforts to reform the Intelligence Community.
3. Assess the effectiveness of intelligence reform and its impact on analyst-policymaker relations.
4. Analyze the role of the Director of National Intelligence in bridging the gap between analysts and policymakers.

Required Readings:

3. Paul R. Pillar, Intelligence and U.S. Foreign Policy, Chapters 7 thru 13
8. Bob Drogin, Curveball, Section 2 (Washington)

Recommended Readings:

7. George Tenet (with Bill Harlow), At the Center of the Storm: My Years at the CIA (New York: HarperCollins, 2007), Chapters 7 thru 14

Lesson 4: Analytic Support to Strategic Warning

Learning Outcomes:
1. Describe the role of strategic warning in addressing threats to national security.
2. Discuss the roles of analysts in preparing strategic warning and of policymakers in responding to it.
3. Describe the differences between tactical warning and strategic warning.
4. Analyze the challenges of strategic warning related to the prevention and/or mitigation of attacks on the U.S. Homeland.
5. Assess the inherent risks in offering strategic warning to policymakers either “too often” or “too late.”

Required Readings:


Recommended Readings:


Part III: Intelligence Support to Nonproliferation and Counterproliferation

Lesson 5: Iraq, WMD, and Politicization

Learning Outcomes:

1. Discuss the key challenges in analyst-policymaker interaction leading up to the invasion of Iraq.
2. Assess the degree of politicization in the decision to invade.
3. Analyze the areas where analytic tradecraft succeeded and failed.
4. Assess the actions taken by both policymakers and senior intelligence officials to determine whether or not they lived up to the ideal of analyst-policymaker interaction.

Required Readings:

3. Paul R. Pillar, Intelligence and U.S. Foreign Policy, Chapters 2 thru 4.

Recommended Readings:

3. George Tenet (with Bill Harlow), *At the Center of the Storm: My Years at the CIA* (New York: HarperCollins, 2007), Chapters 16 thru 25

**Lesson 6: Analytic Support to Nonproliferation and Counterproliferation in the “Hard Cases”: Iran, North Korea, and Syria**

Learning Outcomes:

1. Assess how the failure to find WMD in Iraq is affecting both intelligence assessments and policy options regarding WMD programs in other countries.
2. Describe how publicly-released intelligence assessments are impacting public debate about U.S. policies regarding WMD.
4. Analyze the intelligence/policy nexus regarding WMD programs in countries of current concern to the U.S. government.

Required Readings:


**Recommended Reading:**


**Part IV: Analytic Support to Current Challenges**

**Lesson 7: Analytic Support to Warfighting: The Impact of Drone Warfare**

**Learning Outcomes:**

1. Describe how and why the Global War on Terrorism has shifted its emphasis from capture to kill.
2. Assess the effectiveness of drone strikes as a counterterrorist tool.
3. Analyze how analysts and policymakers interact in the process of identifying, finding, and attacking terrorist targets.

**Required Readings:**

3. Daniel Byman and Benjamin Wittes, “How Obama Decides Your Fate If He Thinks You’re a Terrorist,” *The Atlantic*, January 2013, available at: http://www.theatlantic.com/international/archive/2013/01/how-obama-decides-your-fate-if-he-thinks-youre-a-terrorist/266419/ (Click through each numbered section of the decision tree for additional details)
Lesson 8: Analytic-Policymaker Interactions and the Syrian Civil War

Learning Outcomes:

1. Discuss how policy goals and policy options drive the intelligence process in an ongoing conflict.
2. Analyze how unwelcome intelligence assessments can complicate policy decisions.
3. Assess the challenges of providing intelligence assessments in ongoing situations where policy is ill-defined, changing, or both.

Required Readings:


Recommended Reading:


Course Textbooks/Daily Reviews

Required Texts:


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/).

Periodicals

5. Foreign Policy: http://www.foreignpolicy.com/

Think Tanks

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

Communication

Office Hours

Since this is an online class with a geographically-dispersed student body, I will not maintain set office hours, but encourage students to set up a virtual office visit anytime the need arises if you wish to schedule a time to talk.

Contacting the Instructor

All of my contact information is within the course. Email is the preferred method of contact so that we both have a record of any conversations. I will make every effort to respond to your email within 24 hours and I ask you to do the same. If you do not have time to email or you have already set up a time to talk, feel free to call my cell phone. You can also text my cell phone if you have a quick question, but please email for longer discussions. If you want a face-to-face discussion we can talk over Skype.

Regardless of the method of contact, please identify yourself with first name, last name, and class before launching in to any questions. I have a lot of students and former students from multiple classes, so calling me and saying “This is Bob from class” will not help me be able to answer your questions.

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.