ISSA 4303 Case Studies in Intelligence

Course Description/Overview

This is the capstone course in the Bachelor of Intelligence, Security Studies, and Analysis degree and is designed to bring together the many things you have learned during your program. It is built around eight historical intelligence case studies stretching from the American Civil War to the 12-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.

Course Prerequisites:

The student should have a basic understanding of the intelligence community, intelligence cycle, and standard analytic methodologies including structured analytic techniques. This may come through previous coursework like ISSA3302 Fundamentals of Intelligence Analysis, or through evaluation of prior experience, at the discretion of the department chair.

Course Required and Recommended Texts:

Required


Lt Col Walter T. Hitchcock, ed., The Intelligence Revolution: A Historical Perspective (Washington D.C.:
Recommended


Recommended Websites

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

- Foreign Policy: [http://www.foreignpolicy.com/](http://www.foreignpolicy.com/)
- Foreign Policy Research Institute: [http://www.fpri.org/about/](http://www.fpri.org/about/)

Course Expectations

**MODE OF INSTRUCTION, STUDENT PREPARATION and PARTICIPATION:**

ISSA 4303 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. Final grades are composed as follows:

**Grading Policy**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the Discussion Board</td>
<td>30%</td>
<td>Week 1 - 7</td>
</tr>
<tr>
<td>Weekly Assessment-Essays</td>
<td>40%</td>
<td>Week 1 - 7 Due each Sunday at 11:59 PM CST (2 pages)</td>
</tr>
<tr>
<td>Final Essay</td>
<td>30%</td>
<td>Wednesday of Week 8 at 11:59 PM CST. The topics for the final exam will be available in BlackBoard on Monday of Lesson 6. (8 - 10 pages)</td>
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</tbody>
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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.

**Weekly Assessment-Essays (Due each Sunday at 11:59 PM 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.

**Final Essay (Due Wednesday of Week 8 at 11:59 PM CST)**

Complete and submit an 8-10 page assessment-essay regarding the effectiveness of intelligence and policy in the Afghanistan and Iran crises. Use this week's readings, readings from past case studies, and any outside readings to assess the likelihood of "success" or "failure" based on US policy objectives. Provide (1) a brief background regarding both crises, (2) an assessment of the effectiveness of current policies, (3) an analysis of likely policy "success" or "failure," and (4) recommended courses of action in the wake of either successful or unsuccessful policy efforts. (5) In addition to meeting all the above course requirements, **honor students** will conduct an analysis of a perceived intelligence failure as it relates to September 11, 2001 and how it was remedied by the passage of the **2004 IRTPA**. Note: You are responsible for finding source materials over and above those provided in this syllabus and the **Chapter 8 tab**. Research is analogous to the collection process in the intelligence profession. From there, analysis of the sources you locate will help you to employ critical thinking and make assessments much like intelligence analysts do in their jobs. Use direct quotes sparingly and only for the most important points you wish to make.

**Assignment Submission**

You are required to submit your writing assignments by the scheduled dates and times. Late papers will not be accepted. No exceptions will be made.

**Readings and Assignments**

Please note that it may be necessary at times to deviate from the schedule below. This will be announced via the course announcements page and email. It is your responsibility to be cognizant of these changes and act upon them accordingly.
Course Organization:

Lesson 1: Intelligence Before the 20th Century—The American Civil War

Lesson Objectives

1. Introduce the course and cover course requirements, syllabus and policies.
2. Understand the contextual factors surrounding intelligence in the Civil War.
3. Comprehend Union and Confederate intelligence efforts.
4. Understand how these intelligence efforts influenced the course of operations.
5. Comprehend how intelligence and strategy interacted during the Civil War.
6. Understand the uses and limits of intelligence in the context of the Civil War.

Readings

2. John Cook, American Civil War Round Table or Australia (New South Wales Chapter), "Military Intelligence during America's Civil War."
3. Thomas Allen, CIA Library, "Intelligence in the Civil War".

Assignments

- Weekly Assessment-Essay
- Appropriately respond to the discussion thread topic.

Lesson 2: Intelligence in a New Century—World War I

Lesson Objectives

1. Understand the contextual factors surrounding intelligence in World War I.
2. 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.
3. Comprehend Commonwealth (British) and Ottoman efforts in Mesopotamia and Palestine from 1914 to 1918.
4. Understand how intelligence influenced the course of operations at various points in these campaigns in the Middle East.
5. Understand how Commonwealth deception relied on intelligence and irregular-warfare efforts, and how it contributed to British victory in 1918.
6. Comprehend how intelligence and strategy interacted during World War I.
7. Understand the uses and limits of intelligence in the context of World War I.
Readings

2. "The Eastern Front in 1914" (Map for Situational Awareness) at http://www.robinsonlibrary.com/history/history/worldwar1/eastfront.htm
3. Wilhelm Ficke, "The Beginnings of Radio Intercept in World War I: A Brief History by a German Intelligence Officer."
6. T. E. Lawrence, "The Evolution of a Revolt"

Assignments

- Weekly Assessment-Essay
- Appropriately respond to the discussion thread topic.

Lesson 3: 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.

Readings

4. Sebastian Cox, "A Comparative Analysis of RAF and Luftwaffe Intelligence in the Battle of Britain, 1940," in Michael Handel, editor, Intelligence and Military Operations (Oxon, UK:


Assignments

- Weekly Assessment-Essay
- Appropriately respond to the discussion thread topic.

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.

Readings

1. Video, CIA, "Cuban Missile Crisis 1962—Symposium on Intelligence,"
3. "NSA and the Cuban Missile Crisis,"

Assignments

- Weekly Assessment-Essay
- Appropriately respond to the discussion thread topic.

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.
5. Understand the substance and continuing validity of intelligence "lessons-learned" from the failures in Vietnam.

Readings

2. Jean-Marc LePage, PhD, and Elie Tenenbaum, "French and American Intelligence Relations During the First Indochina War, 1950–54," Studies in Intelligence Vol. 55, No. 3 (Extracts, September 2011).

Assignments

- Weekly Assessment-Essay
- Appropriately respond to the discussion thread topic.

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 how and why the French intelligence and counterinsurgency efforts succeeded in Algeria.
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.

Readings


Assignments
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.

Readings


Assignments

- Weekly Assessment-Essay
- Appropriately respond to the discussion thread topic.

Lesson 8:  Continuing Dilemmas—Afghanistan and Iran

Lesson Objectives

1. Understand the contextual and cultural factors surrounding the role of intelligence and policymaking in Afghanistan and with the Iran nuclear issue.
2. Comprehend why American policies regarding the two countries developed how they did, and what their effects and effectiveness have been.
3. Understand how and why the Taliban and Iranian government continue to succeed in preventing the US from achieving policy objectives.
4. Comprehend how the Taliban and Iranian government have been able to leverage US policy decisions, or lack thereof, in their favor.
5. Comprehend the key policy issues and threats posed by a Taliban-ruled Afghanistan and a nuclear Iran.

Readings

1. Review articles and commentaries relating to Iran in Foreign Policy, Iran Section.
2. Review articles and commentaries relating to Afghanistan in Foreign Policy, Afghanistan Section.
4. Brookings Institution, "Iran" (read all articles and blogs of interest to you on this webpage) at https://www.brookings.edu/topic/iran/
(NOTE: Review this site closely and read additional articles relating to US policy regarding Afghanistan.)


Assignments

- Final Essay

Communication

Office Hours/Contacting the Instructor

By appointment.

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.