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 seven historical intelligence case studies stretching from the American Civil War to the Yom Kippur/October War. 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. The course culminates with your efforts at describing one of the case studies in detail while incorporating modern day intelligence and/or technological aspects you have learned throughout your educational career.

Course Objectives/Learning Outcomes

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 ISSA 3302 Fundamentals of Intelligence Analysis, or through evaluation of prior experience, at the discretion of the department chair.

**Course Required Textbooks**


**Course Provided PDFs**

Hitchcock, Walter T. “The Intelligence Revolution: A Historical Perspective.”

**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/)
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>
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<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 NLT 23:59 CST (2 pages)</td>
</tr>
<tr>
<td>Final pecha kucha)</td>
<td>30%</td>
<td>Week 8 (see announcements for exact date) Pecha kucha details provided in Week 6.</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.

Weekly Assessment-Essays (Due each Sunday at 23:59 CST, Weeks 1-7)

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.
The final for the course will be a Pecha-kucha due in Week 8. (Check announcements for exact date)

A pecha kucha (ぺちゃくちゃ) is a Japanese form of storytelling where presenters share 20 slides for 20 seconds each. For our final, we will be presenting a modified version of a pecha kucha and share **20 slides with 10 seconds of audio for each slide**. Details about how to do this will be provided in Lesson 6.

In the pecha kuchas, students will select a war/conflict among those we have studied in Weeks 1-7, and outline all of the following that apply:

- All sides involved
- Intelligence organizations involved
- Intelligence failures or successes
- Policy efforts that helped or hindered efforts

*AND*

- **the #1 most significant modern-day intelligence or technological invention or advancement that you think would have dramatically changed the outcome of that war/conflict**

This last point is the most critical; this is where you will need to do additional research and think outside the box. You will need to be creative and tie the past with the present. I am asking for historical fiction here. If you think Facebook would have dramatically shifted the course of events for WWII, tell me how (you cannot use FB for WWII now, btw!). **Special note- do not forget to cite your sources!**

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.

**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: 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
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


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 ExComm 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


Assignments

Weekly Assessment-Essay
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

Weekly Assessment-Essay

Appropriately respond to the discussion thread topic

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: Thinking Outside the Box, Application, and Presentation**

**Lesson Objectives**

1. Relay how intelligence organizations interacted with their policy and military counterparts during crises.

2. Relay how and why a deep understanding of one's adversary confers various benefits during armed conflicts or crises short of war.

3. Relay how intelligence influenced the course of events and whether the influence aided or hindered policy efforts.

4. In cases where a given side failed to achieve its objectives, discuss the degree to which policy, intelligence, and operational failures contributed to defeat.
5. In cases where a given side achieved its objectives, discuss the degree to which policy, intelligence, and operations successes contributed to the victory.

6. **Apply and relay insights from the modern intelligence or technological world to past events to formulate predictions about past war efforts.**

**Assignment**

Pecha kucha

**End of Course Housekeeping IDEA Student Surveys**

Please help ASU leadership and the professor comprehend what you think of this course plus how the teaching and leadership style contributed to your achievements. Your reviews will determine the fate of the course and serve as a "report card" for the professor. It is best to address and solve issues, regarding subject matter and classroom decorum, with the professor throughout the course. Please know that not responding can be as detrimental to the course and professor as a negative report.

**Assessment**

Many courses at ASU are assessed for academic accreditation purposes. Your performance in this course may be evaluated against higher-level learning objectives. You will receive an e-mail if you, as a member of this course, are selected for assessment. Reported ratings have nothing to do with your grade or academic standing. They are consolidated with hundreds of other inputs so as to evaluate the department, college, and university.

**Office Hours/Contacting the Instructor**

Please contact me by email any time at erica.hidalgo@angelo.edu

I check email daily.

**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.
Self-Plagiarism: This is the part that normally isn't included in the syllabus because it's most often not an issue - but I will spell it right out here. The ASU Handbook, on page 19, says,

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.

Don't be that student! If you're going to be writing on a subject on which you have previously written, contact your professor and talk about it. It's not that complicated.

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.

Required Use of Masks/Facial Coverings by Students in Class at Angelo State University
As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.