

Course Syllabus and Policy Requirement Statement

Accessing the course material implies that you completed the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarize yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#) or [CSS Student Orientation Course](#).

ISSA 6311 – Special Operations and Intelligence: Creating Strategic Effects

Course Description/Overview

Over the last ten years, special operations forces have become a core element in America's response to trans-national terrorism. These units have trained and advised foreign military and paramilitary forces; captured or killed thousands of Al Qaeda and Taliban commanders and foot soldiers; and conducted a variety of operations around the globe. This course will focus on the ways in which special operations forces have been incorporated into national security strategy and policy. Through the use of a series of case studies, students will investigate the differences between special operations forces and other elite units; scrutinize the roles and missions of these organizations; understand their unique intelligence support requirements at tactical, operational, and strategic levels; consider the influence of popular culture; and probe the impact of bureaucratic politics and organizational culture between the special operations community and international allies, Congress, the interagency community, and conventional military forces.

Course Objectives/Learning Outcomes

Objectives:

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

1. Understand the various component and capabilities of Special Operation Units.
2. Understand the organization and competencies of Special Operation Units and how they are different from traditional forces.
3. Recognize and appreciate the impact of effects based Operation.
4. Comprehend how military intelligence impact Special Operations.
5. Understand how cognitive and cultural issues impact Spec Ops Missions.

Required Texts:

Readings will be provided by the instructor.

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/>).
4. <http://www.odni.gov/index.php>
5. <http://www.globalsecurity.org/>
6. <http://www.afcea.org/content/?q=signal>

Periodicals

1. The Economist: <http://www.economist.com/>
2. The New York Times: <http://www.nytimes.com/>
3. The Washington Post: <http://www.washingtonpost.com/>
4. The Christian Science Monitor: <http://www.csmonitor.com/>
5. The Council on Foreign Relations: <http://www.cfr.org/>
6. Foreign Policy: <http://www.foreignpolicy.com/>
7. Foreign Affairs: <http://www.foreignaffairs.com/>
8. Foreign Policy Research Institute: <http://www.fpri.org/about/>

Think Tanks

1. Council on Foreign Relations: <http://www.cfr.org/>
2. Center for Strategic and International Security: <http://csis.org/>
3. Brookings Institution: <http://www.brookings.edu/>
4. Carnegie Endowment: <http://www.ceip.org/>
5. International Institute for Strategic Studies: <http://www.iiss.org/>
6. Jamestown Foundation: <http://www.jamestown.org>

Grading Policies

A Note on Grades: ISSA 6311 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:

Assignment	Percent of Grade	Due
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Participation in the Discussion Board	40%	Weekly
PowerPoint	10%	Due to the instructor by Sunday of Week 2 and 6 at 11:59 CST. Each 10 to 15 slides
Paper	30%	Due to the instructor by Sunday of Week 4 and 7 at 11:59 PM CST. 3 - 5 Pages
Final Paper	20%	Due to the instructor by Friday of Week 8 at 11:59 PM CST.

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](#)

Discussion Posts

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post utilizing APA citation format.

NO LATE COMMENTS ARE ACCEPTED

Main post:

These posts should be **the equivalent of 1 page in length or a minimum of 300 words and should include one outside source (i.e., a source outside the regular readings assigned for the week/course)**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link. Initial posts are due by 11:59PM CST on **Saturday** in each week of the course.

Comment Post:

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **three (3)** comments each week that are re due by 11:59PM CST on **Sunday** in each week of the course..

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will

not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking.

PowerPoint:

Presentation 1

Complete a PowerPoint presentation complete with focus on one of the SOCOM units. Highlight one key aspect or subunit with larger unit. Focus on the capabilities! I do not want a generic/off the shelf version. I need in-depth (but unclassified) information. Due Sunday of Week 2

Presentation 2

Complete a PowerPoint presentation complete with focus on one a SOCOM unit's situation/plan/operation/mission. Discuss the objective, obstacles and how the task planned. Also discuss the organization and outcome. Finally answer the question why was this unit chosen for the mission i.e. capabilities. Due Sunday of Week 6

Paper:

Assignment 1

Complete paper discussing your units task, organization and mission. Also give in depth analysis for how your unit engages or has engaged in effects based operation. You can give either a historical example or discuss its current operations in EBO terms. Chances are not going to have an exact fit – in other words you will need make the case and show an understanding of EBO.

These papers should be **3 to 5** pages (of text) in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on **Sunday** of **Week #4** of the course. Use at least six sources – at least four need to be independent of the course i.e. not included in the course readings)

Assignment 2

Find a historical situation/plan/operation/mission (you can use the same one in your ppt 2) of a SOCM unit. Give a detailed account of all phases of the operation from Intelligence, Planning to event and outcome. Discuss how the task organization of this unit either fit or didn't fit the mission. This assignment will be graded how thorough it is. Discuss how cognitive and/or cultural biases affected the operation.

These papers should be **3 to 5** pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on **Sunday** of **Week #7** of the course. Use at least six sources – at least four need to be independent of the course i.e. not included in the course readings)

Final Examination:

The student will be given an opportunity to answer between two and four essay questions.

This assignment is due by 11:59 PM CST on Friday of Week #8 of the course.

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 SOCOM

Lesson Objectives

1. Introduce the components and history of USSOCOM

Readings

Bowden, Mark (2006). *The Desert One Debacle*. Atlantic:

<https://www.theatlantic.com/magazine/archive/2006/05/the-desert-one-debacle/304803/>

Special Operation command fact book

<http://www.newsweek.com/us-special-ops-history-timeline-us-military-veterans-390607>

Lesson 2: Conventional vs Unconventional Forces

Lesson Objectives

1. To understand the basic difference in organization

Readings

<http://www.armchairgeneral.com/tactics-101-098-the-light-infantry-rifle-company-organization-maneuver.htm>

<http://www.americanspecialops.com/special-forces/odas/>

How each Service is organized.

Lesson 3: Organization Structure and Outcome

Lesson Objectives

1. One of the keys to understanding Spec Ops is understanding their organization structure.

Readings

[Notes on Closed and Open Theories](#)

[Burns and Stalker](#)

[Gulick](#)

Lesson 4: Cognitive biases and EBO
Paper Due

Lesson Objectives

1. To recognize both cognitive bias and understand soft power i.e. effects based operations

Required Readings:

Cognitive Defense: Influencing the Target Choices of Less Sophisticated Threat Actors:
<https://www.hsaj.org/articles/13770>

Thinking Effects

Effects-based Approaches

20 Cognitive biases

Lesson 5: Culture and Spec ops

Lesson Objectives

1. To recognize and understand how culture impacts operations particularly at the ground level.

Required Readings:

Nation culture <https://geert-hofstede.com/national-culture.html>

PowerPoint presentation: Socio-culture

Lesson 6: Red teaming and Spec ops

Lesson Objectives

1. To understand Red Teaming as a key component of Spec Ops.

Required Readings

Duffer's Drift

Terrorists' planning of attacks: a simulated 'redteam' investigation into decision-making

Red Teaming and Alternative Analysis Red Teaming and Alternative Analysis
<http://redteamjournal.com/about/red-teaming-and-alternative-analysis/>

Lesson 7: Counter intelligence and Spec ops

Lesson Objectives

1. To understand Counterintelligence as a key component of Spec Ops.

Required Readings:

What is Counterintelligence?

Friedman, Uri. "The Ten Biggest American Intelligence Failures " Foreign Policy:
http://www.foreignpolicy.com/articles/2012/1/3/the_ten_biggest_american_intelligence_failures

Counterintelligence in Counterguerrilla Operation

Lesson 8: To project the future of Spec Ops.

Paper Due

Lesson Objectives

Required Readings:

The Importance of Special Operations Forces Today and Going Forward
<http://index.heritage.org/military/2015/important-essays-analysis/importance-special-operations-forces-today-going-forward/>

The future of Special Operation Forces

Online postings the new dumpster diving

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](#).

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.