Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button at the end of this document.

By checking the "Mark Reviewed" link below, you are indicating 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 6310 – Military Intelligence: Strategic, Operational, Tactical

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:

National Intelligence Council. *Global Trends 2030: Alternative Worlds*. December 2012. http://www.dni.gov/files/documents/GlobalTrends_2030.pdf

Defense Science Board Task Force. *Report of the Defense Science Board Task Force on Defense Intelligence Counterinsurgency (COIN) Intelligence, Surveillance, and Reconnaissance (ISR) Operations*. Report. Washington, D.C.: Office of the Under Secretary of Defense, for Acquisition, Technology and Logistics, 2011. http://www.acq.osd.mil/dsb/reports/ADA543575.pdf

Handel, Michael. *Intelligence and Military Operations*. London: Frank Cass and Company Limited, 1990.

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). http://www.intelligence.senate.gov/hearings/open-hearing-worldwide-threats-hearing

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/).
4. http://www.odni.gov/index.php
5. ttp://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 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. Final grades are composed as follows:

Assignment	Percent of Grade	Due
Participation in the Discussion Board	30%	Each week when no essays are due, you are expected to make one robust response to the question (including corresponding citations) and Count (WC) on each and every response and posted in the low corner. Word count does not include a repeat of the question or the references. Then respond to two of their fellow students in the the group.These are the

		minimum requirements and numbers of posts. Due dates for initial posts ar pm Central Time with follow Sunday 11:59 pm Central Time. If a problem occurs, the student must contact the instructor by phone regarding the context of submissions. Requirements for an initial post (50%), one response (75%) and two posts (100% provided the word counts must be included on each post). Late submissions will not be allowed unless exigent circumstances occur and must be relayed to the instructor promptly, preferably and/or email within the course.
Midterm Paper	30%	**Due to the instructor by Sunday of Week 4 at 11:59 PM CST**. 3 - 5 Pages. Complete instructions and guidance on bibliographic and citation guidelines should adhere to the [Chicago Manual of Style 17th Edition](). We are using the footnote and not author-date format for this assignment. Late assignments will be deducted ten points per day.
Final Paper	40%	**Due to the instructor by Wednesday of Week 8 at 11:59 PM CST.** 12 - 14 Pages. Complete

		instructions and guidance on bibliographic and citation guidelines should adhere to the [Chicago Manual of Style 17th Edition](). We are using the footnote and not author-date format for this assignment. Late assignments will be deducted ten points per day.

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 Friday 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

Handel, Michael. *Intelligence and Military Operations*. London: Frank Caas and Company Limited, 1990, pp. 1-87.

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): http://www.intelligence.senate.gov/hearings/open-hearing-worldwide-threats-hearing.

DIA. "50 Years of Excellence in Defense of the Nation."

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

Tzu, Sun, Shawn Conners, and Lionel Giles. *The Art of War by Sun Tzu - Classic Edition*. [Place of Publication Not Identified]: El Paso Norte Press, 2009: http://suntzusaid.com/book/13.

Horowitz, Richard. "A Framework for Understanding Intelligence." *Intelligence and Counterintelligence* 8, no. 4, 389-409.http://www.rhesq.com/Terrorism/Framework.pdf.

Rosello, Victor M. "Clausewitz on Intelligence." *Paramaters*, Spring 1991, 103-14. Accessed August 15, 2013: https://apps.dtic.mil/dtic/tr/fulltext/u2/a527999.pdf

"2.0 Joint and National Intelligence Support to Military Operations." *Joint Publication*, Chapter 1:
https://angelo.blackboard.com/bbcswebdav/institution/LFA/CSS/Course%20Material/ISSA6310/Readings/jp2_01_20170705v2.pdf.

Cox, Sebastian. "A Comparative Analysis of RAF and Luftwaffe Intelligence in the Battle of Britain, 1940," in *Intelligence and Military Operations*, edited by Michael Handel, 425-43. London: Frank Cass and Company Limited, 1990.

Recommended Readings:

Boog,Horst. "German Air Intelligence in the Second World War," in *Intelligence and Military Operations*, edited by Michael Handel, 350-423. London: Frank Cass and Company Limited, 1990.

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

"IC21: The Intelligence Community in the 21st Century." Appendix B. IC21 Staff Panels. Accessed August 15, 2013: http://www.gpo.gov/fdsys/pkg/GPO-IC21/html/GPO-IC21-17.html.

Young, Chris. "Big Data on the Battlefield Military Intelligence Redefined: Big Data in the Battlefield." *Forbes*, March 3, 2012: http://www.forbes.com/sites/techonomy/2012/03/12/military-intelligence-redefined-big-data-in-the-battlefield/.

Ferris, John. "The British Army, Signals and Security in the Desert Campaign, 1940-42" in *Intelligence and Military Operations*, edited by Michael Handel, 255-91. London: Frank Cass and Company Limited, 1990.

Pappas, Aris A., and James M. Simon. "The Intelligence Community: 2001-2015, Daunting Challenges, Hard Decisions." April 14, 2007: https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no1/article05.html.

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

Paper Due

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:

"History of Cold War Intelligence Activities." In *National Security Archive Electronic Briefing Book No. 260*. George Washington University, 2008. Accessed August 15, 2013: http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB260/.

United States. The Central Intelligence Agency. *CIA History of US Intelligence and the Soviet Invasion of Afghanistan in December 1979*. Center for Study of Intelligence: https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/predicting-the-soviet-invasion-of-afghanistan-the-intelligence-communitys-

record/predicting-the-soviet-invasion-of-afghanistan-the-intelligence-communitys-record.html.

United States. The National Security Agency. *The Handy-Dandy Field Site History: Fifty Years of Field Operations 1945-1995*. By Thomas R. Johnson. Declassification of DOClD: 4001114, (NSA Field Sites). Accessed August 15, 2013: http://www.nsa.gov/public_info/_files/cryptologic_quarterly/The_Handy_Dandy_Field_Site.pdf

Recommended Readings:

C-SPAN Video Library. History of Aerial Imagery Intelligence. Accessed August 15, 2013: http://www.c-spanvideo.org/program/294568-1.

Finnegan, John P. *The Military Intelligence Story: A Photographic History*. Second ed. History Office of the Chief of Staff, U.S. Army Intelligence and Security Command: http://www.asalives.org/ASAONLINE/mistory.htm.

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 to 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:

Shellum, Brian. "A Chronology of Defense Intelligence in the Gulf War: A Research Aid for Analysts." DIA History Office. July 1997: https://angelo.blackboard.com/bbcswebdav/institution/LFA/CSS/Course%20Material/ISSA6310/Readings/Gulf%20War.pdf.

United States. Defense Intelligence Agency. *Gulf War: A Chronology of Defense Intelligence in the Gulf War: A Research Aid for Analysts*. By Brian Shellum. Defense Intelligence Agency, 1997: http://webharvest.gov/peth04/20041017113200/http://www.dia.mil/History/Chronologies/Gulf/gulf_toc.html.

Reconnaissance Wing Historian, Cross, Coy. "The Dragon Lady Meets the Challenge: The U2 in Desert Storm." *The National Security Archives*: http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB39/document11.pdf.

Mann, Colonel Edward. "Desert Storm: The First Information War." *Airpower War Journal*, Winter 1994: http://www.airpower.maxwell.af.mil/airchronicles/apj/apj94/win94/man1.html

Recommended Readings:

Grant, Rebecca. "Desert Storm: The Air Force Led the Way When Kuwait Was Freed from Its Iraqi Occupiers," *Air Force Magazine*, January 2011: http://www.airforcemag.com/MagazineArchive/Pages/2011/January%202011/0111storm.aspx

Brooks (US Army), Lieutenant Colonel Randy, and Major Chuck McKeever. "SPLIT BASED INTELLIGENCE OPERATIONS DURING DESERT STORM" A GLIMPSE OF THE FUTURE DIGITAL ARMY," Lieutenant Colonel Randy Brooks." Lecture: http://www.oss.net/dynamaster/file_archive/040320/ae170377681105624ca13e0d2639213b/OSS 1994-01-04.pdf.

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.
3. Understand capability of US forces in Iraq and how intelligence capabilities changed during different phases of occupation from 2003-2009.
4. Understand how intelligence driven operations in Iraq changed the nature of the US Intelligence Community.
5. Understand of 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

Tait, Colonel Jerry, and Major Jay M. McNealy. "OIF II: Intelligence Leads Successful Counterinsurgency Operations." *Military Intelligence Professional Bulletin*, July 1, 2005: http://www.thefreelibrary.com/OIF+II%3A+intelligence+leads+successful+counterinsurgency+o perations.-a0146383465.

Tomes, Robert R. "Relearning Counterinsurgency Warfare." *Parameters*, Spring 2004: http://www.carlisle.army.mil/usawc/parameters/Articles/04spring/tomes.pdf

Aherin, Ryan. "Know Thy Enemy: Intelligence in COIN Operations." E-International Relations RSS. June 25, 2012: http://www.e-ir.info/2012/06/25/know-thy-enemy-intelligence-in-coin-operations/.

Meilinger, Phillip S. "Counterinsurgency From Above." *Air Force Magazine*, July 2008:
http://www.airforcemag.com/MagazineArchive/Pages/2008/July%202008/0708COIN.aspx

Recommended Readings:

Flynn, Brig. General Mike, Captain Matt Pottinger, and Paul D. Batchelor. "Fixing Intelligence:
A Blueprint for Making Intelligence Relevant in Afghanistan." *Voices from the Field*, January
2010. Accessed August 15, 2013:
http://www.cnas.org/files/documents/publications/AfghanIntel_Flynn_Jan2010_code507_voices.
pdf

Defense Science Board Task Force. *Report of the Defense Science Board Task Force on Defense
Intelligence Counterinsurgency (COIN) Intelligence, Surveillance, and Reconnaissance (ISR)
Operations*. Report. Washington, D.C.: Office of the Under Secretary of Defense, for
Acquisition, Technology and Logistics, 2011:
http://www.acq.osd.mil/dsb/reports/ADA543575.pdf

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:

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

Finley, James P."The Uncertain Oracle: Some Intelligence Failures Revisited" *U.S. Army
Military Intelligence History: A Sourcebook*, 1995.
http://huachuca.army.mil/files/History_MIReader.pdf

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:

National Intelligence Council." Global Trends 2030". Accessed September 07, 2013: http://www.dni.gov/index.php/about/organization/global-trends-2030.

Horowitz, Michael, and Philip Tetlock. "Trending Upward: How the US Intelligence Community Can Better See Into the Future " Foreign Policy. September 6, 2012: http://www.foreignpolicy.com/articles/2012/09/06/trending_upward.

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.

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.