



TEXAS A&M UNIVERSITY

The Bush School

of Government & Public Service

## INTA 714 – Defense Intelligence

Fall 2021

Monday 6:15-8:55 PM

The Bush School DC Teaching Site

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Credit Hours: 3

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**Course Description:** Rising in the post WWII era and honed to effect during the Cold War, Defense Intelligence is the indispensable component of warfighting anchoring our National Defense. Defense Intelligence has evolved and matured to a diverse and multifaceted enterprise responsible for supporting a wide range of activities from national policy decision making, through Combatant Commander joint and combined operations, to provisioning relevant intelligence and capability directly impacting tactical combat operations.

The U.S. Intelligence Community (IC) spends in excess of \$20 billion per year on defense intelligence and has over 100,000 people representing a significant slice of our national intelligence capability. However, at a time when the vast majority of the American population does not serve in the military, the essential role of Defense Intelligence is relatively unknown. This lack of contact and understanding confuses policymakers in the national security community of the complexity and value of Defense Intelligence. Following World War II, and accelerating since 9/11, Defense Intelligence is increasingly tied to military operations worldwide, both on the ground and remotely, while concurrently supporting an array of traditional DoD missions ranging from crisis response to supporting steady-state engagement, to shaping the capabilities of the future joint force. As the character, speed and complexity of conflict evolves in the information age, Defense Intelligence is pressed to keep provide deeper and timely insights on a broader array of questions than ever before.

The purpose of the course is to expose students to historical and contemporary Defense Intelligence capabilities as a part of the military decision-making environment. From the National Security Council to tactical commanders, the intelligence community and intelligence

cycle is continuously in motion. This course will provide students with the understanding of how multiple capabilities and organizations work together to inform leaders. Students will gain a thorough understanding of the five major intelligence disciplines and be exposed to a variety of historical vignettes for critical analysis on the role of Defense Intelligence in decision making. The course will survey conventional and emerging threat environments and technologies discussing the challenges to Defense Intelligence in meeting the ever-increasing complexity, speed and volatility of the present and future threat landscape. This course goes beyond the theoretical and will provide an in-depth examination of the individual service and agency intelligence capabilities, proficiencies, and unique contributions to the IC. Throughout the course, students will continuously address how the intelligence cycle collects, analyses and informs military related decisions for tactical to strategic scenarios. The course challenges each student to critically examine Defense Intelligence's relative strengths and weaknesses in context with the present and ask the question of whether it is postured to deliver relevant decision maker support to win in the future warfighting environment.

**Course Prerequisites:** There are no prerequisites for this course.

**Course Learning Outcomes:** Upon completion of this course, the student will be able to:

- 1) Identify the Roles and Responsibilities of National and Defense Intelligence
- 2) Describe the fundamentals of Service intelligence capabilities (the "INTs")
- 3) Communicate Defense Intelligence's role in force development, decision making and intelligence support from tactical to strategic missions.
- 4) Identify and explain Defense Intelligence organizations and their contribution to the defense intelligence enterprise.
- 5) Analyze Defense Intelligence's capability and evaluate its ability to meet emerging technology and future threat environments.
- 6) Communicate complex ideas with clarity and precision in both oral and written forms.

**Books and Readings:**

Mark Lowenthal, *Intelligence: From Secrets to Policy*, (8<sup>th</sup> Edition). CQ Press, 2020.

Mark Lowenthal and Robert Clark, *The 5 disciplines of intelligence collection*. CQ Press, 2016.

Required readings for each class will be located on TAMU library collections course reserves, and are also available on the internet. Supplemental readings may be added periodically and will also be available via the professor, or on the Internet.

**Grading:** The final grade in this class will be calculated as follows:

1) **Class Participation (20%)** - A student's contribution and participation in classroom dialogue is an indicator of preparation, performance and understanding of the material. Reading and understanding all preparatory material provides a basic understanding of classroom discussions and students are encouraged to seek additional material aligned with the learning objectives of the course. Students must participate in all classroom discussions and provide

clear, concise and well- informed comments. Participation includes listening carefully and critically to the views expressed by classmates, as well as the expression of personal views. Likewise, students are highly encouraged to ask relevant and thought-provoking questions that improves individual and group dialogue. Participation is evaluated on a qualitative, *not* quantitative basis. Each student’s class participation during each session will be assessed according to the following rubric:

<b>RUBRIC COMPONENTS</b>	<b>5 pts</b>	<b>4 pts</b>	<b>3 pts</b>	<b>2 pts</b>	<b>1/0 pts</b>
<b>Quality of Comments</b>	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students.	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question.	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic
<b>Resource/ Document Reference</b>	Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions.	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading; lacks thoroughness of understanding or insight.	Has not read the entire text and cannot sustain any reference to it in the course of discussion.	Unable to refer to text for evidence or support of remarks
<b>Active Listening</b>	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others.	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others.	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others.	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion

2) **Short brief (5%)** - Each student will research and provide a 5-minute presentation and a one-page handout of a topic assigned by the professor at the end of the previous class. The selected topic will complement the class topic and typically is a defense intelligence capability, organization or concept. Each student will present two short briefs during the semester for a total of 5% towards their grade;

3) **Midterm paper (25%)** - Students will investigate and analyze a U.S. military operation selected from a provided list, from the perspective of defense intelligence's role in the operation's planning, execution and outcome. The paper will analyze and assess defense intelligence's role at the strategic, operational and tactical levels decision making, and defense intelligence's role, successes and shortfalls, in operational planning, execution and the operation's outcome. This paper is due at the beginning of class 8. The paper should be approximately 2,500 words (10 pages) with citations, not including title page, graphics, and bibliography;

4) **Threat Presentation (20%)**. Students will provide a 20 min formal presentation of an assigned threat topic during weeks 12-14. The Student will select one of the threats (NDS 4+1) and the professor will assign (not later than week 8) the specific technology or capability for the presentation. The purpose is to gain a deeper understanding of the designated topic beyond the assigned readings and share that knowledge with the class. As a minimum, the presentation will frame the topic and include questions to be addressed, a discussion of the pertinent material, and a critical analysis of the challenges to defense intelligence. The student will provide a summary handout for the class and will be prepared to answer questions;

5) **Final Paper (30%)**. **Due the beginning of class 15**. Students will respond to his/her choice on one of three questions (provided during class 1) with a 3,500 word (14 page) paper with citations, not including title page, graphics, and bibliography;

**Assignments will follow the American Political Science Association (APSA) style:**

Double-space (not 1.5)

12-point, Times New Roman font

1-inch margins on all sides

Include a title page and bibliography, number all pages

Completely cite all of your sources (including author, date, and page numbers)

**DO NOT use Wikipedia or any other unqualified, unverified website as a source**

Please see the relevant section below for a description of the in-semester and final briefs. The class participation, short briefs, presentation, and papers will be graded with letter grades: A, A/B, B, B/C, C, D, F. Those letter grades will be converted into numerical equivalents for calculation of the final grade on the following 100 point scale: A=95, A/B=90, B=85, B/C= 80, C=75, D=65, F=0. Final grades will be assigned according to the following scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60).

### **Format and Method**

The course is delivered in a classroom environment. Class lectures are supported with Power Point slides and video eliciting student questions and discussion centered on the class objectives. Supporting materials include the syllabus, class handouts, and additional adhoc topical reading material.

### **Class Preparatory Material**

Students are required to read and understand the below material prior to the first day of class. These select readings are designed to provide students with the basic understanding of policy recommendation and decision making at the National Executive level. While not an all-encompassing list, it is recommended students conduct additional preparation on relevant articles and academic writings pertaining to the seven points laid out in the “Course Objectives” paragraph above.

The 2008 Amendments to Executive Order 12333, United States Intelligence Activities  
<https://www.archives.gov/federal-register/codification/executive-order/12333.html>

USC Title 10, Ch8 Defense Agencies and Department of Defense Field Activities, §201  
<https://www.law.cornell.edu/uscode/text/10/201>

### **Attendance Policy**

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

### **Makeup Work Policy**

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

### **Academic Integrity Statement and Policy**

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the

work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

### **Americans with Disabilities Act (ADA) Policy**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

### **Title IX and Statement on Limits to Confidentiality**

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### **COVID-19 Temporary Amendment to Minimum Syllabus Requirements**

The Faculty Senate temporarily added the following statements to the minimum syllabus requirements in Spring 2021 as part of the university's COVID-19 response.

### **Campus Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Spring 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—[Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for

sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

### **Personal Illness and Quarantine**

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2.](#)) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2020 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

### **Operational Details for Spring 2021 Courses**

For additional information, please review the [FAQ](#) on Spring 2021 courses at Texas A&M University.

### **College and Department Policies**

College and departmental units may establish their own policies and minimum syllabus requirements. As long as these policies and requirements do not contradict the university level requirements, colleges and departments can add them in this section.



## **Schedule of Lectures, Readings, and Assignments**

### **Class 1: National Defense and Defense Intelligence**

#### **Learning Objectives:**

- Overview of the laws governing Defense Intelligence activities
- Define the IC and Defense Intelligence
- Describe Defense Intelligence and its relationship to the Armed Services, the Joint Staff, the National Security Council and Congress

#### **Required Readings**

- The 2008 Amendments to Executive Order 12333, United States Intelligence Activities
- Intelligence Community: How the IC Works <https://www.intelligence.gov/how-the-ic-works>
- US Code Title 10, Chapter 8: Defense Agencies §201
- US Code Title 10 Chapter 21: Department of Defense Intelligence Matters subchapter I
- DoD Manual 5240.1: Procedures governing the conduct of DoD Intelligence Activities Intelligence
- DoD Directive 5105.21: The Defense Intelligence Agency.gov
- DoD Directive 5143.01 OUSDI
- (Scan) DIA 50 Years
- (Scan) US IC Reform Studies Since 1947
- (Scan) A Review of the IC (Schlesinger Report 1971)

#### **Defense Intelligence Vignette: Operation CHROMITE, Inchon 1950**

Provide student with handouts on additional guidance for the Midterm paper, Threat Presentation, and Final paper.

### **Class 2: National Defense and Defense Intelligence (continued)**

#### **Learning Objectives:**

- Overview and relationship of National Defense Strategy and the National Military Strategy as drivers of Defense Intelligence
- Understand the role and relationship between the Capstone Concept for Joint Operations (CCJO) and the Joint Operating Environment (JOE)
- Understand the role of Priority Intelligence Requirements on Defense Intelligence
- Define the National Intelligence Program and Military Intelligence Program and their relationship to Defense Intelligence
- The Roles and Responsibilities of Joint Intelligence

#### **Required Readings:**

- National Defense Strategy, 2017
- National Military Strategy of the United States of America, 2015
- The National Intelligence Strategy of the United States of America 2019
- Commander's Critical Information Requirements (CCIR)

- Capstone Concept for Joint Operations: Joint Force 2020
- Joint Operating Environment (JOE) 2035
- Joint Intelligence JP 2-0 (Ch I)
- Mark Lowenthal, *Intelligence: From Secrets to Policy*, (8<sup>th</sup> Edition), pp 59-65
- ICD 104 NIP
- ICD 204 NIPF
- ICD 116 IPPBE
- DoDDir 5205.12 MIP

**Defense Intelligence Vignette:** Son Tay Raid, 1970

Designate student(s) to present on a short topic for the next class.

### **Class 3: The “INTS”: GEOINT, SIGINT, MASINT**

#### **Learning Objectives:**

- Determine the difference between Geospatial Intelligence (GEOINT), Measurement and Signature Intelligence (MASINT)
- Understand the advantages and limitations of GEOINT, SIGINT and MASINT
- Define SIGINT and the laws governing SIGINT Operations
- Examine the future of GEOINT, SIGINT and MASINT and its impact on decision making
- Understand the impact of unmanned platforms and commercial capabilities on GEOINT, SIGINT and MASINT

#### **Required Readings**

- Mark Lowenthal, *Intelligence: From Secrets to Policy*, (8<sup>th</sup> Edition), pp 101-145
- Mark Lowenthal and Robert Clark, *The 5 disciplines of intelligence collection*, pp 81-207
- Intelligence, Surveillance and Reconnaissance, Joint Force 2020 White Paper
- The Future of Ubiquitous, Realtime Intelligence: A GEOINT Singularity
- SpaceNews, *U.S. wargame highlights role of commercial space imagery in military conflicts*
- (scan) 2019 Joint Agency Commercial Imagery Evaluation
- DoD Directive 5100.20 National Security Agency/Central Security Service

**Defense Intelligence Vignette:** SS Mayaguez, 1975

Designated student(s) presents short topic(s) during class. Select another student(s) to present a short topic for the next class.

### **Class 4: The “INTS”: HUMINT, OSINT, and Public Information**

#### **Learning Objectives:**

- Define HUMINT and the laws governing HUMINT operations
- Determine the difference between HUMINT, Espionage, Counterintelligence and military detention operations
- Examine the impact of the internet and social media have on OSINT
- Define Publicly Available Information (PAI) and its use to Defense Intelligence

### **Required Readings**

- Mark Lowenthal, *Intelligence: From Secrets to Policy*, (8<sup>th</sup> Edition), pp 101-145
- Mark Lowenthal and Robert Clark, *The 5 disciplines of intelligence collection*, pp 5-79
- DoD Directive 3115.18 DoD Access to and use of Publicly Available Information (PAI)
- DoD Directive 3115.09 DoD Intelligence Interrogations, Detainee Debriefings, and Tactical Questioning
- DoD Directive 2310.01E *The Department of Defense Detainee Program*
- Defining Second Generation Open Source Intelligence (OSINT) for the Defense Enterprise
- Report of the DoD Commission on Beirut International Airport Terrorist Act, Oct 23, 1983

### **Defense Intelligence Vignette: Beirut 1983**

Designated student(s) presents short topic(s) during class. Select another student(s) to present a short topic for the next class.

### **Class 5: Warfighting Domains and Defense Intelligence**

#### **Learning Objectives:**

- Define the types of domains and their influence on warfighting
- Describe human terrain and its relationship to warfighting missions
- Understand the role of Social Science in understanding the environment
- Discuss the challenge of cyber attribution on Defense Intelligence
- Competing in Space

#### **Required Readings**

- Multi-Domain Confusion: All Domains Are Not Created Equal
- The Character of War and Strategic Landscape have Changed
- Sustainable Military Culture Competence
- Human Terrain at the Crossroads
- Operational Relevance of Behavioral & Social Science to DoD Missions
- All Our Eggs in a Broken Basket: How the Human Terrain System is Undermining Identity Activities, Joint Staff Joint Doctrine Note 2-16
- Joint Publication 2-01.3 Joint Intelligence Preparation of the Operational Environment, Appendix A-1 (Leyte Gulf)
- (scan) Distinguishing Acts of War In Cyberspace: Assessment Criteria, Policy Considerations, and Response Implications
- Special Operations and the Grenada Campaign
- Operation URGENT FURY, Grenada

**Defense Intelligence Vignette:** Operation URGENT FURY, 1983

Designated student(s) presents short topic(s) during class. Select another student(s) to present a short topic for the next class.

**Class 6: Defense Intelligence Support to Military Services and Combatant Commander Warfighting**

**Learning Objectives:**

- Understand how Services and Combatant Commands utilize intelligence.
- Discuss the relationship between Service Operating Concepts and Defense Intelligence.
- Discuss the relationship between Service Intelligence Centers and their Service, and Combatant Commands.

**Required Readings**

- Military Intelligence Fusion for Complex Operations, A New Paradigm
- Joint and National Intelligence Support to Military Operations (Ch II, III-39 to 43)
- (scan) Air Force Future Operating Concept
- (scan) The U.S. Army in Multi-Domain Operations 2028
- (scan) A Cooperative Strategy for 21st Century Seapower
- (scan) U.S. Marine Corps Force Design 2030
- (scan) U.S. Space Force, Space Capstone Publication, Doctrine for Space Forces, 2020
- DoDDIR 5105.21 DIA
- Improving Threat Support for DoD Acquisition Programs
- Intelligence Successes and Failures in Operations DESERT SHIELD/STORM (DTIC)
- (scan) Joint Military Operations Historical Collection, DS/DS, Chapter V. (JCS)
- (optional) Integrating Intelligence and Acquisition to Meet Evolving Threat
- (optional) Defense Acquisition Guidebook, Ch7
- (optional) Advancing Beyond the Beach; Amphibious Operations in an era of precision weapons

**Defense Intelligence Vignette:** Operation DESERT SHIELD / DESERT STORM 1990/1991

Designated student(s) presents short topic(s) during class. Select another student(s) to present a short topic for the next class.

**Class 7: Military Intelligence and Decision Making**

**Learning Objectives:**

- Define the intelligence cycle
- Examine how the military makes decisions. Joint Planning Process
- Understand the relationship between the commander, operations and intelligence
- Examine how intelligence informs decision making reducing risk, but not eliminate it.

### **Required Readings**

- Joint Publication 3-0 Joint Operations
- Joint Publication 2-0 Intelligence (Ch VI)
- Joint Publication 2-01.3 Joint Intelligence Preparation of the Operational Environment
- Rapid Response Planning Process (R2P2)
- Understanding Centers of Gravity and Critical Vulnerabilities

### **Defense Intelligence Vignette:** 24<sup>th</sup> MEU SOC (O'Grady TRAP)

Designated student(s) presents short topic(s) during class. Select another student(s) to present a short topic for the next class.

### **Class 8: Defense Intelligence Support to Operational and Tactical Warfighting**

#### **Learning Objectives:**

- Understand how Services and Combatant Commands utilize intelligence.
- Discuss the relationship between Service Operating Concepts and Defense Intelligence.
- The relationship between Service Intelligence Centers and their Service, and Combatant Commands.
- Understand the need for flexible intelligence organizations shaped to support the mission

#### **Required Readings**

- Insights to Best Practices Focus Paper: Intelligence Operation
- Joint Intelligence JP 2-0 (Ch III and IV)
- Joint and National Intelligence Support to Military Operations (Appendix B, C and D)
- Joint Publication 2-01.3 Joint Intelligence Preparation of the Operational Environment, Appendix B-1 (Somalia)
- Fixing Intel: A Blueprint for Making Intelligence Relevant in Afghanistan
- IDA, The Battle for Fallujah, Al-Fajr – the Myth-Buster
- The Battle of Fallujah: Lessons Learned on Military Operations on Urbanized Terrain in the 21<sup>st</sup> Century.

### **Defense Intelligence Vignette:** Operation AL FAJR (PHANTOM FURY) 2004

Designated student(s) presents short topic(s) during class. Select another student(s) to present a short topic for the next class. Midterm paper due at beginning of class (hardcopy delivered and email the file to the professor). Assign threat presentation country and topic to each student.

### **Class 9: Hybrid Warfare: The essential role of Intelligence**

#### **Learning Objectives:**

- Describe hybrid warfare and the challenge it presents to U.S. and coalition forces.
- Discuss the intelligence challenges of hybrid warfare to U.S. decision makers at the strategic, operational, and tactical levels.
- Identify any unique intelligence requirements in hybrid warfare conflicts.

### **Required Readings**

- Military-Industrial Kurier, Gerasimov, (Translated by Coalson, 2014)
- Beijing's South China Sea Aggression is a Warning to Taiwan
- Capabilities for Constrained Military Operations, Def Science Board
- Seven Defense Priorities for the New Administration.
- Confessions of a Hybrid War skeptic
- Counterinsurgency FM 3-24 and MCWP 3- 33.5 (Chapter 3)
- (scan) Complex Intelligence Preparation of the Battlefield in Ukrainian Antiterrorism Operations (Small Wars Journal)
- (scan) Beyond the Ramparts, The Future of U.S. Special Operations Forces (CSBA)
- (scan) The Menace of Unreality: How the Kremlin Weaponizes Information, Culture and Money
- (optional) Waging Financial Warfare: Why and How
- (optional) Reducing the Risk from Rapid Demographic Change
- Lessons of the 2006 Israeli-Hezbollah War.

**Defense Intelligence Vignette:** Summer War, 2006

### **Class 10: Defense Intelligence in the Information Age: Challenges and Opportunities**

#### **Learning Objectives:**

- Identify the impact of escalating amounts of data on Defense Intelligence.
- What new intelligence capabilities are needed to remain relevant to decision makers?
- Discuss the challenges and opportunities for defense intelligence in the information age.
- Discuss the challenges on defense intelligence analysis and collection capabilities.
- Discuss the role and mission of the Nation Intelligence Centers.
- Describe the relationship between National Centers and Defense Intelligence.

#### **Required Readings**

- Worldwide Threat Assessment 2021, DNI Haines SFR
- Transforming Defense Analysis
- DOD Maven AI project develops first algorithms, starts testing
- Big Data to Big Insight? Turning the noise of social media into actionable intelligence
- It's Time for the Pentagon to Take Data Principles More Seriously
- Deception 101 - Primer on Deception (USA War college)
- (scan) Mark Lowenthal, *Intelligence: From Secrets to Policy*, (8<sup>th</sup> Edition), pp 343-390
- (scan) NCPC <https://www.dni.gov>
- (scan) NCSC <https://www.dni.gov>
- (scan) NCTC <https://www.dni.gov>
- (scan) CTIIC <https://www.dni.gov>
- NASIC Competing in Space, 2019
- The Cruise Missile Challenge (CSBA)

- Ballistic and Cruise Missile Threat (NASIC)
- (scan) National Strategy for Counterterrorism
- (scan) DoD Cyber Strategy 2018
- (scan) Defining the Role, and Responsibilities, and Functions for Data Science within the DIA (RAND)

## **Class 11: Futures**

### **Learning Objectives:**

- Describe President Eisenhower's approach to strategic planning.
- Describe net assessment and explain its strengths and weaknesses.
- Identify and evaluate quantitative and qualitative approaches to futures analysis.
- How could defense intelligence leverage anticipatory analytics?
- Explain the role of Futures analysis in policy, force development and decision making.
- Describe the approaches, strengths and weaknesses of anticipatory analytics

### **Required Readings**

- Strategic Planning for U.S National Security: A Project Solarium for the 21st Century
- National Intelligence Strategy, 2019, MO 2 Anticipatory Intelligence
- Missing Piece: The Advent of Big Data and Supercomputing.
- Using Quantitative and Qualitative Models to Forecast Instability
- Seven Defense Priorities for the New Administration.
- Net Assessment: An American Approach.
- (scan) Driving in the Dark; Ten Propositions about Prediction and National Security
- (scan) Global Trends 2035; Alternative Worlds

## **Class 12: National Defense Threats (4+1)**

### **Learning Objectives:**

- Describe Russia and China's approach to warfighting. What are their respective centers of gravity and critical vulnerabilities?
- Discuss how Russia and China treat the information environment.
- Compare and contrast Russia and China's ability to execute their military strategy.
- Analyze how Russia and China's military may evolve in the future.

### **Required Readings**

- Seven Defense Priorities for the New Administration
- Meeting the Russian Hybrid Challenge, A comprehensive strategic framework
- Russia Military Power, Building a Military to Support Great Power Aspirations, DIA
- Russia's Improved Information Operations: From Georgia to Crimea
- A Maritime Framework for the Baltic Sea Region
- China Military Power DIA
- Uncertain Waters: Thinking About China's Emergence as a Maritime Power
- China and Proliferation of WMD and Missiles: Policy Issues

- (optional) The Chinese Military: Overview and Issues for Congress

Student threat presentations

### **Class 13: National Defense Threats (4+1)**

#### **Learning Objectives:**

- Describe North Korea and Iran's approach to warfighting. What are their respective centers of gravity and critical vulnerabilities?
- Discuss how North Korea and Iran treat the information environment.
- Compare and contrast North Korea and Iran's ability to execute their military strategy.
- How does North Korea and Iran compare with Russia and/or China's ability to execute their respective strategies? What are their strengths and weaknesses?
- Analyze how North Korea and Iran's military may evolve in the future.

#### **Required Readings**

- The Roots of Evolution of Iran's Regional Strategy (Atlantic Council)
- Iran's Finger Prints in Yemen (Atlantic Council)
- Managing the Korean Conundrum, Bad, Worse and Wild Cards (Atlantic Council)
- Iran-North Korea-Syria Ballistic Missile and Nuclear Cooperation (CRS)
- Iran's Foreign and Defense Policies (CRS)
- (scan) North Korea's Cyber capabilities: In Brief (CRS)

Student threat presentations

### **Class 14: Defense Intelligence in Competition: Postured to win?**

#### **Learning Objectives:**

- Is Defense Intelligence postured to accomplish its mission in the future operating environment?
- Discuss how Defense Intelligence's operating concept may change to fully leveraging emerging technology.
- Describe the balance between National and Defense Intelligence and how it may shift to compete in the future threat environment.

#### **Required Readings**

- The US IC is Bigger than Ever, but is it worth the Cost? (CSBA)
- Perspectives and Opportunities in Intelligence for U.S. Leaders
- Mark Lowenthal, *Intelligence: From Secrets to Policy*, (8<sup>th</sup> Edition), pp 417-438

Final paper due at beginning of class.