



TEXAS A&M UNIVERSITY

The Bush School

of Government & Public Service

INTA 714 – Defense Intelligence

Fall 2022

Tuesday 6:30-9:10 PM

The Bush School DC Teaching Site

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Credit Hours: 3

Office Hours: TBD
or by appointment
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Course Description: Rising in the post WWII era and honed to effect during the Cold War, Defense Intelligence became 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 \$85 billion per year with \$23 billion of which dedicated to defense intelligence. 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 obscures from policymakers the national security community's view 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 provide deeper and more timely insights on a broader array of questions than ever before.

The purpose of the course is to expose students to defense intelligence as part of the IC, and its relationship to the policy and military decision-making process from the White House to tactical commanders. This course examines how defense intelligence capabilities and organizations work together to inform leaders. Students will gain an understanding of the five major intelligence

disciplines and will examine a variety of historical military vignettes analyzing the role of defense intelligence in decision making. The course will survey conventional and emerging threat environments and technologies discussing the challenges and opportunities for 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 their 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, operational, and strategic scenarios. The course challenges each student to critically examine defense intelligence's relative strengths and weaknesses in context with the present and asks the question of whether it is postured to deliver relevant decision maker support to win tomorrow's 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 defense intelligence capabilities
- 3) Describe 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*, (8th 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 (15%)** - A student's contribution and participation in classroom dialogue is an indicator of preparation, performance and understanding of the material. In class knowledge checks will be used to determine student preparation for each class. 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:

RUBRIC COMPONENTS	5 pts	4 pts	3 pts	2 pts	1/0 pts
Quality of Comments	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
Resource/ Document Reference	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
Active Listening	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 (10%) - Each student will research and present a 10-minute presentation and with a supporting one-page handout summarizing the topic assigned by the professor. 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 (5% each) during the semester for a total of 10% towards their grade;

3) **First paper (15%).** Students will draft a policy memo on a topic provided during the first class. Students will respond to the questions with a not more than 4 page (1,000 word) policy style memo. The memo format will be provided. The memo will include proper end note citations, graphics (as appropriate), and bibliography, which do not count toward the prescribed maximum length.

4) **Midterm paper (30%)** - 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 9. The paper should be not more than 3,000 words (12 pages) and supported by endnotes, title page, graphics, and bibliography.

5) **Final Paper (30%). Due the beginning of class 14.** The final paper topic and guidance will be provided after class 9. Students will respond with a 3,000 word (12 page) paper supported by endnotes, title page, graphics (as appropriate), and bibliography which do not counting toward the prescribed maximum length.

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

Grading

The class participation, short briefs, 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 assigned readings prior to each class, and when called upon, provide a synopsis of a reading designated by the professor.

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 may 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](#)). Assignments not turned in on time will incur a loss of at least one letter grade.

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.

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. 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.

College and Department Policies

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations,

socioeconomic statuses, and/or work experiences (see <http://diversity.tamu.edu/>). Accordingly, all of us in this class are expected to respect the different experiences, beliefs, and values expressed by others, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. Unprofessional, insensitive, or disrespectful behaviors (such as using dehumanizing, derogatory, or coarse language; dismissing ideas based on the characteristics of the speaker/writer; or expressing threat or intent to harm, even if framed “as a joke”) are inconsistent with the Bush School's commitment to diversity, and will not be tolerated by faculty or students participating in this class. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.

Schedule of Lectures, Readings, and Assignments

Class 1 (30 Aug): National Defense and Defense Intelligence

Learning Objectives:

- Identify the IC and Defense Intelligence
- Discuss the laws governing Defense Intelligence activities
- 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
- DoD Directive 5143.01 OUSDI
- (Scan) Review of the IC (Schlesinger Report 1971)
- (Scan) US IC Reform Studies Since 1947
- (Scan) DIA 50 Years

Students received handouts and guidance for the short brief assignment, and the first and midterm papers.

Class 2 (6 Sept): National Defense and Defense Intelligence (continued)

Learning Objectives:

- Discuss the 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
- Describe the roles and responsibilities of Joint Intelligence

Required Readings:

- National Defense Strategy, 2018
- Fact Sheet: 2022 NDS
- 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
- (Scan) Joint Operating Environment (JOE) 2035
- Joint Intelligence JP 2-0 (Ch I)
- Mark Lowenthal, *Intelligence: From Secrets to Policy*, (8th Edition), pp 59-65

- ICD 104 NIP
- ICD 204 NIPF
- ICD 116 IPPBE
- DoDDir 5205.12 MIP
- NSA (declassified) “On Watch” Chapter 4
- National Cryptologic School (declassified), The SIGINT Background, (Korea)
- Operation Chromite, Counterattack at Inchon, JFQ Spring/Summer 2001

Defense Intelligence Vignette: Operation CHROMITE, Inchon 1950

Class 3 (13 Sept): The “INTS”: GEOINT, SIGINT, MASINT

Learning Objectives:

- Discuss the difference between Geospatial Intelligence (GEOINT), Measurement and Signature Intelligence (MASINT)
- Understand the advantages and limitations of GEOINT, SIGINT and MASINT
- Describe SIGINT and the laws governing SIGINT Operations
- Discuss 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*, (8th 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
- Adapting and Adopting MASINT for Modern Military Operations
- (scan) 2019 Joint Agency Commercial Imagery Evaluation
- DoD Directive 5100.20 National Security Agency/Central Security Service
- NSA Drives Pace of Maintaining U.S. SIGINT Superiority
- The Remote Sensing Revolution Threat, LTC Townsend
- Operation KINGPIN – Success or Failure?
- NSA (declassified) “On Watch” Chapter 5 (Vietnam)
- National Cryptologic School (declassified), The SIGINT Background, (Vietnam)

Defense Intelligence Vignette: Son Tay Raid, 1970

First paper due at beginning of class. Designate student(s) to present short topic(s) during next class.

Class 4 (20 Sept): The “INTS”: HUMINT, OSINT, and Public Information

Learning Objectives:

- Describe HUMINT and the laws governing HUMINT operations

- Determine the difference between HUMINT, Espionage, Counterintelligence and military detention operations
- Describe 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*, (8th Edition), pp 101-145
- Mark Lowenthal and Robert Clark, *The 5 disciplines of intelligence collection*, pp 5-79
- Human Terrain at the Crossroads
- The Rise and Decline of U.S. Military Culture Programs 2004-2020, CH8
- 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
- (scan) DoD Directive 2310.01E *The Department of Defense Detainee Program*
- Defining Second Generation Open Source Intelligence (OSINT) for the Defense Enterprise (RAND)
- The Mayaguez Crisis, Mission Command and Civil-Military Relations

Defense Intelligence Vignette: SS Mayaguez, 1975

Designated student(s) presents short topic(s) during class. Designate student(s) to present short topic(s) during next class.

Class 5 (27 Sept): Warfighting Domains and Defense Intelligence

Learning Objectives:

- Define the types of domains, their connections, and influence on warfighting
- Describe human terrain and its relationship to warfighting missions
- Understand the use of Social Science in understanding the environment
- Discuss the challenge of the cyber domain on defense intelligence
- Discuss the challenges of the space domain on defense intelligence

Required Readings

- Multi-Domain Confusion: All Domains Are Not Created Equal
- The Character of War and Strategic Landscape have Changed
- Joint Publication 2-01.3 Joint Intelligence Preparation of the Operational Environment
- (scan) Identity Activities, Joint Staff Joint Doctrine Note 2-16
- (scan) Distinguishing Acts of War In Cyberspace: Assessment Criteria, Policy Considerations, and Response Implications
- Report of the DoD Commission on Beirut International Airport Terrorist Act, Oct 23, 1983

Defense Intelligence Vignette: Beirut 1983

Designated student(s) present short topic during class. Designate student(s) to present short topic during next class.

Class 6 (4 Oct): Defense Intelligence Support to Military Services

Learning Objectives:

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

Required Readings

- Joint and National Intelligence Support to Military Operations (Ch II, III-39 to 43)
- Military Intelligence Fusion for Complex Operations, A New Paradigm
- SFR, Worldwide Threat Assessment 2022, LTG Berrier Dir DIA
- DoDDIR 5105.21 DIA
- Improving Threat Support for DoD Acquisition Programs
- (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 Annual Update
- (scan) U.S. Space Force, Space Capstone Publication, Doctrine for Space Forces, 2020
- (scan) Integrating Intelligence and Acquisition to Meet Evolving Threat
- (scan) Defense Acquisition Guidebook, Ch7
- Special Operations and the Grenada Campaign
- Operation URGENT FURY, Grenada

Designated student(s) presents short topic during class. Designate student(s) to present short topic during next class.

Defense Intelligence Vignette: Operation URGENT FURY, 1983

Class 7 (18 Oct): Defense Intelligence Support to Joint Force and Combatant Commands

Learning Objectives:

- Understand how the Joint Force and CCMDs utilize intelligence.
- Discuss the relationship between the JF, CCMDs and Defense Intelligence.
- Discuss the relationship between the JF and the IC.

Required Readings

- Joint and National Intelligence Support to Military Operations (Ch II, III-39 to 43)
- Concept for Joint Warfighting (IDA 2016)
- JADC2 (CRS)
- Intelligence Successes and Failures in Operations DESERT SHIELD/STORM (DTIC)

- Joint Military Operations Historical Collection, DS/DS, Chapter V. (JCS)
- Deception in the Desert; Deceiving Iraq in Operation DESERT STORM

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

Designated student(s) presents short topic during class. Designate student(s) to present short topic during next class.

Class 8 (25 Oct): Military Intelligence and Decision Making

Learning Objectives:

- Discuss the role of intelligence in decision making
- Understand the relationship between the commander, operations and intelligence
- Examine the role of intelligence in the Joint Planning Process

Required Readings

- Joint Publication 3-0 Joint Operations
- Joint Publication 2-0 Intelligence (26 May 2022)
- Joint Intelligence Preparation of the Operational Environment (May 2014)
- Rapid Response Planning Process (R2P2)
- Understanding Centers of Gravity and Critical Vulnerabilities

Defense Intelligence Vignette: 24th MEU SOC (O'Grady TRAP)

Midterm paper due at the beginning of class. Designated student(s) present short topic(s) during class. Identify student(s) to present a short topic for the next class.

Class 9 (1 Nov): 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.
- Discuss Service Intelligence Centers relationships and mission support to their Service, and Combatant Commands.

Required Readings

- Insights to Best Practices Focus Paper: Intelligence Operation
- Joint Intelligence JP 2-0
- Joint and National Intelligence Support to Military Operations (Appendix B, C and D)
- 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 21st Century.

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

Designate student(s) to presents short topic during next class.

Class 10 (8 Nov): Defense Intelligence in the Information Age: Challenges and Opportunities

Learning Objectives:

- Discuss the challenges and opportunities for defense intelligence in the information age.
- Discuss the challenges on defense intelligence analysis and collection capabilities.
- Identify the impact of escalating amounts of data on Defense Intelligence.
- Discuss the role and mission of the Nation Intelligence Centers.
- Describe the relationship between National Centers and Defense Intelligence.

Required Readings

- SFR, Worldwide Threat Assessment DNI Haines, 2022
- Transforming Defense Analysis
- Big Data to Big Insight? Turning the noise of social media into actionable intelligence
- Missing Piece: The Advent of Big Data and Supercomputing.
- WH, Critical and Emerging Technologies List Update (Feb 2022)
- Deception 101 - Primer on Deception (USA War college)
- (scan) Mark Lowenthal, *Intelligence: From Secrets to Policy*, (8th 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>
- (scan) Defining the Role, and Responsibilities, and Functions for Data Science within the DIA (RAND)

Designated student(s) presents short topic(s) during class. Designate student(s) to present short topic(s) during next class.

Class 11 (15 Nov): 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.

Required Readings

- SFR, Worldwide Threat Assessment, LTG Berrier DirDIA, 2022
- Gerasimov, Value of Science in Foresight (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) 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
- Lessons of the 2006 Israeli-Hezbollah War.

Defense Intelligence Vignette: Summer War, 2006

Designated student(s) presents short topic during class. Designate student(s) to present short topic during next class.

Class 12 (22 Nov): Futures

Learning Objectives:

- Discuss President Eisenhower's approach to strategic planning.
- Describe net assessment and explain its use, strengths and weaknesses.
- Evaluate the strengths and weaknesses of quantitative and qualitative approaches
- Explain the strengths and weaknesses of anticipatory analytics and its potential application in defense intelligence
- Discuss how futures analysis may support policy, force development and decision making

Required Readings

- Strategic Planning for U.S National Security: A Project Solarium for the 21st Century
- National Intelligence Strategy, 2019, MO 2 Anticipatory Intelligence
- 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

Designated student(s) presents short topic during class.

Class 13 (29 Nov): National Defense Threats

Learning Objectives:

- Describe Russia, China, North Korea and Iran's approach to conflict. What are their respective strengths and weaknesses? What capabilities does each emphasize?
- Discuss how each utilize 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.
- What are the key intelligence priorities for defense intelligence? Discuss the challenges and opportunities.

Required Readings

- Meeting the Russian Hybrid Challenge, A comprehensive strategic framework
- Russia Military Power, DIA
- Russia's Improved Information Operations: From Georgia to Crimea
- China Military Power, DIA
- Uncertain Waters: Thinking About China's Emergence as a Maritime Power
- (optional) The Chinese Military: Overview and Issues for Congress
- Iran Military Power, DIA
- 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)

Designated student(s) presents short topic during class. Designate student(s) to present short topic during next class.

Class 14: (6 Dec): Defense Intelligence in Competition: Postured to win?**Learning Objectives:**

- Discuss defense intelligence priorities for the future operating environment
- Discuss how defense intelligence may change to fully leveraging emerging technology.
- Describe the relationship and trend between national and defense intelligence 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*, (8th Edition), pp 417-438

Final paper due at beginning of class.