This class will provide an in-depth look at the United States Intelligence Community (IC) – the different agencies of which the IC is comprised, and their varying missions, priorities and resources - and how intelligence informs national security decision-making. It is a course designed for students who are interested in understanding and/or becoming part of our nation’s national security apparatus. Students will write strategic analytical products and simulate inter-agency coordination. They will analyze long-term national security issues on which the government would like to focus, and the short-term crisis issues on which the government must focus.

The very nature of this online course will simulate the robust yet virtual nature of communication and collaboration within the IC. Systems and infrastructure designed around security make virtual interaction the preferred means of communication for analysts with shared problem sets who operate around the world and around the clock. We will operate under the same physical and time constraints that bound the Intelligence Community.

Course Goals

By the end of this course, you will achieve the following:

- Foster an in-depth understanding of the US Intelligence Community – of whom it is comprised, how it is organized, how it has changed, and its many functions and limitations.
- Hone your professional communication and writing skills.
- Become a savvy strategic-level analyst, with an appreciation for collaboration within an intricate organization, whose mission is to understand and predict a complex, unpredictable world.
- Become an effective collaborator, anticipating and appreciating other perspectives, succinctly and thoughtfully expressing opinions and disagreement and offering solutions, in a virtual and time-sensitive environment.

How Will We Meet These Goals Online?

First and foremost, you must be committed to working hard and engaging your peers if we are to achieve these goals. The course is set up much like a traditional course, with different topics each week and a significant amount of reading and research required to understand each topic. The difference in the online course is that we won’t meet in person once a week to discuss these topics. Instead, our dialogue will occur virtually and over time – which, if we are all committed to the process, can make the discussion even more robust, thoughtful and inclusive than one that would occur in the classroom. Your assignments will also be more collaborative than in a traditional class – partly because we are trying to emulate the work of the Intelligence Community, and that is how its work is done. Secondly, it’s a great way to forge the bonds that we would through face-to-face interaction.
Your Professor

I have spent 7 years in the Intelligence Community – as a counterproliferation analyst with the Defense Intelligence Agency (DIA), a China analyst with the US Army, a Red Team Leader at US Pacific Command in Hawaii, and most recently, as the DIA’s Devil’s Advocate, where it was my job to help analysts across the entire agency challenge assumptions and think differently. Having worked in a number of different specialties, agencies, and locations, I have rare insight into a very diverse, complex and secretive organization. (That said, there is still much that I don’t know…one person has only so much “need to know!”)

I got my undergraduate degree from Carroll University in Wisconsin (where I am from), a Masters in Political Management from George Washington University, and a Masters in Public Affairs from Harvard University’s Kennedy School of Government.

I am not an official St. Louisan – I have only lived here for 3 years. But, my family and I have settled here after lots of moving with the US Army, from which my husband just retired. I loved Hawaii and DC, but this is a great place to raise my two little boys – Cole (5) and John (2). I have taught two other courses for University College – Presidential Campaigning and Alternative Analytic Techniques for International Affairs.

My Contact Information

There are a number of ways you can contact me; please do not hesitate to do so if you have a question or concern. I will work very hard to be responsive – you can expect a response from me within 24 hours - but do not assume I am always online and available. You can count on me to be readily available on Mondays from 9:30-11:30am and Tuesdays from 8:00-9:00pm. We can communicate via any of the means you prefer below, but please email me to set up an appointment if you would like to talk on the phone, attend online office hours or meet in person.

- If you have a question or concern that you think others might also have, please post your question in the “Q and A” area of our Discussion Board. This allows me to only have to answer a question once, and may save others from having to ask the same question.
- You can email me at scraig@artsci.wustl.edu
- You can call me at (314) 594-7442. I will answer if we have a scheduled appointment; if not, please leave a voicemail and I will get back to you as soon as possible.
- You can set up an appointment to attend online office hours using Blackboard Chat. I am available on Mondays from 9:30-11:30am and Tuesdays from 8:00-9:00 pm. Please email me to make an appointment.
- We can also set up a time to meet in person! This is an online course, but it does not mean we can’t have real meetings. Again, please email me to find a mutually agreeable time.

Required Texts


**Grades**

There are 1000 points possible in this course. They are distributed as follows:

- 50 pts. Agency Perspective Brief
- 100 pts. Agency Perspective Memo on EITs
- 100 pts. Drone Debate
- 100 pts. Crisis PDB (peer review included)
- 50 pts. Concept Paper for Final Project
- 150 pts. NIE – wiki, ACH and collaboration included
- 200 pts. Final Project (paper and brief)
- 250 pts. Participation and Collaboration

The grading scale is as follows:

- 92.5-100 A
- 89.5-92 A-
- 86.5-89 B+
- 81.5-86 B
- 78.5-81 B-
- 76.5-78 C+
- 71.5-76 C
- 69.5-71 C-
- 66.5-69 D+
- 60-66 D
- 0-59 F

**The Key to This Course: Participation**

Participation is even more important in the virtual classroom than it is in the face-to-face classroom. Contributing to discussions is the only way to interact and demonstrate an ability to apply the concepts and defend your own thinking. Your participation will be graded on the same tenets that define analytic quality in the Intelligence Community: clarity, relevance, brevity and timeliness. This means your contributions must be clear, cogent, advance the discussion, and perhaps most importantly, are posted in time for others to read and respond. (Postings at the deadline fulfill an assignment requirement, but do not contribute to your peers’ discussion and understanding of the issue.) I will provide mid-term feedback on the level and quality of your participation, to further clarify my expectations. An exceptional discussion post or wiki contribution that demonstrates all these required traits – clarity, relevance, brevity and timeliness – can earn an extra credit point.
Further, the topics we are covering are very complex, and there is no way to master them on our own in such a short time period. Just as in the Intelligence Community, we will depend on each other to develop expertise in specific aspects of an issue. Then, through active and ongoing collaboration, we will be able to achieve a sophisticated, in-depth understanding of the issue as a whole. Your classmates will be depending on you, which should motivate you to do your part, even more than a good grade!

**Netiquette**

When participating in online dialogue, it is important to remember a few things. First, a good rule of thumb: if you wouldn’t say it to someone in person, you shouldn’t say it virtually!

Second, we are trying to emulate a professional work environment – one where your communications could be reviewed by superiors or even worse, leaked to the press! So beyond adhering to the standards of clarity, relevance, brevity and timeliness, you should also just practice good editing. Double check your grammar and spelling, write in complete sentences and be meticulous with your words. Its ok to convey emotion – your comments may be humorous or passionate – but they must remain respectful.

**Discussion Forum Tips**

It will take some time to become comfortable with Blackboard and with the Discussion Boards, which will be our primary means of communication. Here are a few helpful hints to make navigation of it easier for all of us.

1. **Be thoughtful.** Don’t just type whatever comes to your mind after scrolling through a discussion. First, do the assigned readings. Second, reflect on the questions posed. Third, think about what unique insight you might offer to advance the discussion. Then:

2. **Use Word to compose your thoughts.** This is a good way to remind yourself that it’s a formal, thoughtful reply – not just some social media post. It also helps catch grammar and spelling mistakes. And, it will provide you a record of your contributions, in case you want to reference something again, or just look back on the quality and quantity of your participation.

3. **Change the SUBJECT.** When creating a post, use the SUBJECT line to give everyone a very clear idea of what your post is about. For instance, if it is a response that only I would need to read, title it “For Susan.” New titles help when browsing through a discussion and referring back to it.

4. **Sign your name.** It is not clear who wrote the post, so be sure to sign your name at the bottom of all contributions.

5. **Engage early and often.** The key to a vibrant online discussion is time. If we all waited until the last minute to contribute, we wouldn’t get the opportunity to respond to one another or build upon ideas. Successful participation does not mean one reply to the professor. It means a series of replies, over the course of the week, to my initial post, as well as one another.
**Turning In Assignments**

Much of your work will take place collaboratively, on our discussion board or on our class wiki. The individual assignments that you have will be submitted to me electronically, through the Grade Center on Blackboard.

All assignments are due before midnight (11:59 pm) on the date indicated. Late assignments are not accepted, just like they wouldn’t be accepted in a work environment. Your analysis is not helpful if it isn’t timely. If technical problems occur, be sure to seek help immediately in addition to contacting me.

I will review all assignments within one week and provide detailed feedback. You can keep up-to-date on your progress in class by checking the “My Grades” link in Blackboard.

**Time Commitment**

In a typical graduate-level class, you would spend 3 hours per week in the classroom, engaging with your professor and peers, and another 8-10 hours preparing – reading and completing assignments. This class will take just as much of a time commitment – but more self-discipline, since we don’t have three hours blocked off on the calendar once a week. And, contrary to what you might think about an online course, the time spent engaging and interacting with one another might actually be greater than it would be in a traditional class.

I advise you to build yourself a schedule that blocks off about 10 hours per week for coursework. And be prepared to spend about half of that time engaging in online discussion or working collaboratively with your peers. This means you can’t cram in all your work on the weekend. You need to be reading and thinking early in the week, and contributing and responding throughout the rest of the week. While some of this can be done is short time increments, it is advisable to work in 60-120 minute blocks.

Our class modules will begin on Wednesday mornings and end on Tuesday evenings. Here’s a sample schedule that would ensure that (1) you don’t get overwhelmed toward the end of the week and (2) that you are making positive contributions to the class:

- **Wednesday**: 2 hours – read the week’s instructions, goals and begin readings
- **Thursday**: 2 hours – readings
- **Friday**: 1.5 hours – complete readings; review discussion questions
- **Saturday**: 2 hours – prepare and post contributions
- **Sun-Mon**: 2 hours – respond, complete written assignments
- **Tuesday**: 1 hour – review, read session summary
**What to Expect Each Week**

As this schedule demonstrates, work will be required both during the week and on weekends. There is certainly flexibility within the week, but it is not a course in which you can do all your work in one or two sittings. If your schedule does not accommodate this, you may want to consider another course.

Each week will bring a new topic of study. Our sessions will begin on Wednesday mornings and end on Tuesday evenings. On Wednesday mornings, I will post an announcement (which will also be emailed to you), providing step-by-step instructions and expectations for the week. You should plan to do the assigned readings in the first few days of the week, so you can begin contributing to the online activities no later than Saturday. On occasion I will also post some power-point slides (a sort of mini-lecture) for you to view. Collaborative assignments will often be due mid-week, to allow others to review and discuss your input. On Tuesdays, I will post some concluding thoughts, to wrap-up our discussion and provide useful take-aways.

Online activities will often be a discussion, which I will begin by asking questions. Other weeks it will be a wiki, to which you will have to contribute. You will also work in a small group to prepare for and present one side of a debate, and in a larger group to collectively write an intelligence product. The activities will vary from week to week, but the flow of your week will always be the same – you’ll need to start reading early, and contribute repeatedly through the end of our week.

**Technical Support**

This is a fully online course, which relies on our computers and internet connections – neither of which are 100% reliable. So be prepared to have technical issues, try not to let them get you too frustrated (this is advice I need to heed), and have a back-up plan in place for when the inevitable issues arise.

There is support available to you, and to be honest, I am not your best resource. So please keep me informed of any difficulties you may be having, but do not rely on me to solve them for you.

Before you seek assistance, I recommend you do the following, as these are the sources of many issues:

1. Use Mozilla Firefox or Safari as your browser. Internet Explorer is not recommended for Blackboard. Google Chrome may also cause some problems.

2. Download the most recent version of Java. This is free software, and you can check which version you are currently using as well as update it by visiting [www.java.com](http://www.java.com). Java updates are frequent, so you may have to do this several times throughout the course.

If this does not resolve your problems, click on “Blackboard Help” within our Blackboard site (on the left side of the menu, below the Student Manual), or for a list of Frequently Asked Questions and Answers, go to [http://libanswers.wustl.edu/](http://libanswers.wustl.edu/) and click on “Blackboard for Students” link.

Another resource is Student Technology Services. Find their site here: [http://sts.wustl.edu/blackboard/](http://sts.wustl.edu/blackboard/)

If you still need assistance, send an email to [ucbbhelp@artsci.wustl.edu](mailto:ucbbhelp@artsci.wustl.edu) with any questions or problems concerning Blackboard.
**Tips for Being a Successful Online Learner**

Online teaching is new to me, just as online learning is likely new to you. It is both an exciting and daunting prospect. In order for the class to be successful, we need to all commit to working hard to make it so. It means we have to be diligent in doing our share of the work, ask questions when we have them, and commit to overcoming the technical roadblocks we are sure to encounter.

If you are concerned about this commitment, ask yourself if you have the following traits. These are the factors most often associated with “persistence” – which is the ability to successfully complete an online course despite obstacles or adverse circumstances.

**Self-motivation.** An online learner can’t depend on the imposed timeline of a regularly scheduled class to motivate to complete his/her work. You need to take it upon yourself to read and understand the week’s instructions and complete the assignments on schedule.

**Time management and organizational skills.** An online learner needs to fulfill personal, professional and academic obligations and carve out time throughout the week for meeting the requirements of this course. In other words, you cannot be a procrastinator!

**Computer proficiency.** You don’t need to be a computer whiz, but you do need to be comfortable navigating your computer and the Web, and be willing to troubleshoot and ask questions when necessary.

**Written communication skills.** Your primary means of communicating, with me and your peers, will be via the written word. It is important that you feel comfortable expressing your opinions and observations in this way.

**Peer and family support.** Those who have peers, colleagues and family who are supportive of your efforts to juggle your multiple obligations contribute to a student’s persistence.

**Ability to develop virtual relationships.** Students who are comfortable establishing relationships in a virtual environment also tend to “persist” at higher rates. Those who can participate in online discussions and work together with others they have not met will have success in this course. A sense of camaraderie is also helpful.

**Willingness to engage with the professor.** Students who are willing to reach out to their professor, ask questions and feel as though they get prompt feedback also have greater success in online courses. This takes the two of us. I commit to you that I will be available and prompt in responding to your questions and concerns. But I can’t do so if you don’t engage with me first! So please don’t hesitate to reach out to me, and your peers. We are in this together.

Given this, here is my advice to you, so that you will succeed in this course:

1. **Get started.** Log in and get going! It is important to dive in early in every week, but especially in the first week. Get to know the course and your classmates right away. If you delay, you may feel overwhelmed and behind, before we’ve even begun.
2. **Get organized.** Bookmark our Blackboard site, get the Blackboard App, create a binder and print out readings and necessary materials. I recommend printing out the announcement at the beginning of each week, which will provide step-by-step instructions for the week’s requirements.

3. **Interact with your classmates.** Just because this is an online course doesn’t mean you can’t get together to discuss the class or work on group projects!

4. **Interact with me.** There are so many ways to communicate with me – in the discussion board, via email, in online office hours, on the phone...we can even set up a real live meeting. I am here for you – but you have to reach out if you have questions or concerns.

5. **Don’t procrastinate.** Waiting until the last minute really will ruin your class experience. You will be overwhelmed and frustrated and your participation grade will suffer. Keep up with the work, and when obstacles arise, refer to #4. (In other words, talk to me! I understand that life sometimes gets in the way.)

6. **HANG IN THERE!** It will take a few weeks for all of us to get accustomed to the rhythm of the course and one another. But if you follow all of the advice above, I assure you that it will get easier – and more fun.

**University College Policies**

**Academic Integrity**

Do your own work. Plagiarizing, cheating, copying or collaborating without permission and fabricating or falsifying data will not be tolerated. Washington University’s policy can be found here: [http://ucollege.wustl.edu/faculty/academic_integrity](http://ucollege.wustl.edu/faculty/academic_integrity)

An easy rule of thumb: if you take 5 or more words from any one source, put quotes around it and cite it. This applies to all sources – electronic and print. If I suspect you have engaged in any sort of academic dishonesty, I will report it to the Dean of University College, who may take punitive action after conducting an investigation. Please let me know if you have questions about proper citation.

**Special Needs and Disabilities**

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at [cornerstone.wustl.edu](http://cornerstone.wustl.edu).

**Campus Privileges for Online Students**

You are entitled to all the privileges of a student taking a traditional course on the WU campus. You are encouraged to use the library, bookstore, counseling services, Writing Center and all other campus facilities and services.
**Class Schedule and Assignment Due Dates**

The assignments included here are those that have specific points afforded to them. There will be requirements during the other weeks (e.g. contributing to a discussion or blog), which will count toward your participation and collaboration grade. *Please note that assignments are not always due on the same day of the week, and are usually due prior to the last day of the unit, to accommodate collaboration and discussion.*

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<tr>
<th>Week</th>
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<td>Introductions to Online Learning and One Another</td>
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<td>Week 2: 4-10 Sep</td>
<td>Strategic Context</td>
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<td>Week 3: 11-17 Sep</td>
<td>Who’s Who in the IC</td>
<td>Agency Perspective Brief Due: Saturday, Sep 14</td>
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<td>Week 4: 18-24 Sep</td>
<td>The Relationship Between Intel and Policy</td>
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<td>Case Studies in Intel Failures</td>
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<td>Week 7: 9-15 Oct</td>
<td>Collection I: HUMINT</td>
<td>Agency Perspective memo Due: Monday, Oct 14</td>
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<td>Collection II: Technical Collection</td>
<td>Group Debate Due: Saturday, Oct 19</td>
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<td>Secrecy and Leaks</td>
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<td>Analytic Standards</td>
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<td>Current Intelligence</td>
<td>PDB Peer Review: Sunday, Nov 10 Final Due: Tuesday, Nov 12</td>
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<td>Week 12: 13-19 Nov</td>
<td>NIE: Identifying Key Questions and Assumptions on PRC Cyber Activities</td>
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<td>Week 13: 20-26 Nov</td>
<td>NIE II: Analysis of Competing Hypotheses</td>
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<td>Week 14: 27 Nov-3 Dec</td>
<td>NIE III: Coordination</td>
<td>NIE Due: Tuesday, Dec 3</td>
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<td>Week 15: 4-10 Dec</td>
<td>Final Project Preparation</td>
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<td>Week 16: 11-16 Dec</td>
<td>Final Project Presentation</td>
<td>Final Paper and Elevator Brief Due: Wednesday, Dec 11</td>
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**Syllabus**

**Week 1: 28 August-3 September**  
**Introductions to Online Learning and One Another**  
This week we will be introduced to online learning as well as one another. You will become familiar with course goals and expectations and the virtual learning environment. We will ensure that you have the technological capabilities and personal fortitude to succeed in the course, and most importantly, get to know our virtual colleagues.


**Week 2: 4-10 September**  
**The Strategic Context**  
We will explore the major strategy documents that guide our national security policy in order to provide the necessary strategic context in which the Intelligence Community functions.


**Week 3: 11-17 September**  
**Who’s Who in the IC**  
In this week, we will get to know the vast and varied intelligence bureaucracy – the sixteen agencies, their missions, priorities, constraints – and how they relate to one another.


Assignment: Pick one of the 16 agencies within the IC and consider its priorities and perspective. Build a 3 slide powerpoint brief with audio explaining the agencies priorities, perspective and constraints. Who is its primary customer, and how does this impact their work? How does their work overlap and/or complement other agencies? Conduct additional research if necessary to consider these questions. Post your presentation in the Discussion Board by Saturday, September 14 for review by your classmates.

Week 4: 18-24 September
The Relationship between Intel and Policy
The relationship between the policymaker and the intelligence analyst is very important, yet it is fraught with misunderstanding and even ill will. We will examine these misunderstandings and the competing priorities and perspectives from which they derive. We will get to know what intelligence support to policy and politicization look like.

John McLaughlin, “Serving the National Policymaker,” Analyzing Intelligence, Chapter 4, pgs. 71-81

James B. Steinberg, “The Policymaker’s Perspective: Transparency and Partnership,” Analyzing Intelligence, Chapter 5, pgs. 82-102

Paul Pillar, “Think Again: Intelligence”, Foreign Policy, Jan/Feb 2012
http://www.foreignpolicy.com/articles/2012/01/03/intelligence

Pillar, “Intelligence, Policy and the War in Iraq” Foreign Affairs, March/April 2006
https://www.mtholyoke.edu/acad/intrel/bush/pillar.htm


Week 5: 25 September-1 October
Case Studies in Intelligence Failure: 9/11 and WMD in Iraq
This week we will continue to examine the relationship between analyst and policymaker as we consider several case studies in “intelligence failure” – 9/11 and WMD in Iraq. We will read the intelligence products that preceded both 9/11 and the Iraq War, and the subsequent Commission reports that identified the failures of the IC.

President’s Daily Brief, “Bin Ladin Determined to Strike in U.S.” August 6, 2001

The 9/11 Commission Report, Chapter 11, pgs. 339-358

http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB129/nie_first%20release.pdf

Robb and Silberman, Report on the Commission on the Intelligence Capability of the US Regarding Weapons of Mass Destruction, Overview, pgs.3-8
Robb and Silberman, Chapter One Case Study: Iraq, pgs. 45-111, 157-196 (skim conclusions)

For further reading:
Chapters 12 and 2, Analyzing Intelligence

Week 6: 2-8 October

Reforming the IC
This week will be devoted to understanding the recent reforms recommended and legislated for the Intelligence Community, and the problems that persist despite these changes. We will emulate “new analysis” by collaborating on a wiki that assesses the current state and future of reform.

The 9/11 Commission Report, Chapter 13, pgs. 399-428


Mike McConnell, “Overhauling Intelligence” Foreign Affairs, July/August 2007

Kenneth Lieberthal, “The U.S. Intelligence Community and Foreign Policy: Getting Analysis Right” John L. Thornton China Center Monograph Series, Number 2, September 2009

Carmen A. Medina, “The New Analysis,” Analyzing Intelligence, Chapter 15, pgs. 238-248

Class 7: 9-15 October

Collection: HUMINT
We will explore the collection of human intelligence through the controversial use of “enhanced interrogation techniques.” Through this topic, we will learn about the various methods of collecting human intelligence and further consider the varying perspectives and priorities of the different HUMINT collection agencies.

U.S. Department of Justice, Office of Legal Counsel, “Memo for Alberto Gonzalez, Counselor to the President, Re: Standards of Conduct for Interrogation,” August 1, 2002, pgs. 1-2


Michael Isikoff, “We Could Have Done This the Right Way” The Daily Beast, April 24, 2009

Ali Soufan, Testimony before the U.S. Senate Committee on the Judiciary, May 13, 2009

For further reading:


Assignment: Choose a perspective – CIA, FBI, DOD, or even Justice, White House, Congress – and think about Enhanced Interrogation Techniques. What are your concerns about them? How do they advance or impede your agency’s priorities? Write a 1 page memo to the Director of your agency, succinctly summarizing the merits and drawbacks of the interrogation program. Submit through Blackboard on Monday, October 14.

Week 8: 16-22 October

Technical Collection: Drones

We will learn about the UAV’s evolution and use as a tactical surveillance and collection platform to a vehicle from which to conduct “targeted killings.” We will debate the advantages and disadvantages of the use of drones, and whether they should fall under the purview of the CIA or DOD.


Barack Obama, “Remarks by the President at the National Defense University” May 23, 2013

“Fact Sheet: U.S. Policy Standards and Procedures for the Use of Force in Counterterrorism Operations Outside the United States and Areas of Active Hostilities” The White House, Office of the Press Secretary, May 23, 2013

http://www.nytimes.com/2013/05/24/us/politics/plan-would-orient-cia-back-toward-spying.html?_r=0

http://www.washingtonpost.com/world/national-security/obamas-new-drone-policy-has-cause-for-concern/2013/05/25/0daad8be-c480-11e2-914f-a7aba60512a7_story.html


Audrey Kurth Cronin, “Why Drones Fail: When Tactics Drive Strategy,” Foreign Affairs, July/August 2013, pgs. 44-54 (in ARES)

Mark Bowden, “The Killing Machines” The Atlantic, August 14, 2013
**Exercise:** Debate the advantages and drawbacks of the use of armed drones. Consider the perspectives of the various agencies (especially CIA and DOD, but also State) and the perspective of the policymaker. In your assigned study groups, write a 2 page opening statement in a wiki, to be posted on Saturday, **October 19.** Beginning on Sunday, you will rebut the other group’s statement (as a group), and respond to my questions.

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**Week 9: 23-29 October**

**Secrecy and Leaks**

In this week we will consider both the dangers and necessity of secrecy and leaks. We will focus specifically on the leaks of NSA contractor Edward Snowden and the impact such leaks have on the Intelligence Community. We will learn about denial and deception and consider the role of Congress and the Judiciary in oversight.

James B. Bruce and Michael Bennett, “Foreign Denial and Deception: Analytical Imperatives,” *Analyzing Intelligence*, pgs. 122-126


Week 10: 30 October-5 November

Analytic Standards
This week is devoted to understanding and developing the critical thinking skills necessary for producing rigorous analytical products. You will learn about the questions, techniques and tradecraft that you will employ through the rest of the course, in your production of intelligence analysis.

Richards J. Heuer, Jr., Psychology of Intelligence Analysis, Center for the Study of Intelligence, 1999, Chapter 1

Katherine Hibbs Pherson and Randolph H. Pherson, Critical Thinking for Strategic Intelligence, CQ Press, October 2012, Chapters 1, 2, 4-6, 11, 16, 19

Assignment: Write a 1-2 page Concept Paper for your final project. Choose your topic, your product type and your customer. Identify his/her requirements, your key questions, and sources. Lay out a research plan and outline your line of argument. Due Tuesday, November 5.
**Week 11: 6-12 November**

**Current Intelligence**

We will identify and get smart quick on whatever the week’s top story is regarding U.S. national security. We will work together to compile resources and expertise to this end and then write and review a brief article for inclusion in the President’s Daily Brief, using good analytic tradecraft.

**Assignment:** Write a 1 page article for the President’s Daily Brief. As part of the review process, review and provide feedback to a classmate, using the Nine Principles of Analytic Writing and the Critical Thinker’s Checklist. Article is due for peer review on **Sunday, November 10**, and the final is due **Tuesday, November 12**.

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**Week 12: 13-19 November**

**NIE: Identifying Key Questions and Assumptions on China’s Cyber Activities**

In preparation for our collaborative drafting of a National Intelligence Estimate, we will begin building our expertise in China’s cyber activities and complete the first two steps in the analytic process: identifying key questions and assumptions. There will be a significant amount of reading and research to be done as a class, to include the following:


Week 13: 20-26 November
NIE II: Analysis of Competing Hypotheses
We will employ the Analysis of Competing Hypotheses structured analytic technique to assess the hypotheses we have developed regarding China’s cyber activities. This will form the foundation on which you will then begin collaborating and drafting your National Intelligence Estimate.

Heuer, Psychology of Intelligence Analysis, Chapter 8

Assignment: As a class, you will research, organize, write and coordinate a National Intelligence Estimate on China’s cyber activities. The final draft is due Tuesday, December 3.

Week 14: 27 November-3 December
NIE III: Coordination
You will spend this week in “coordination” – collaborating with your classmates to finalize your NIE. You will negotiate both substance and delivery, and submit your completed work.

Week 15: 4-10 December
Final Project Preparation
This week will be used to prepare an intelligence product of your choosing, on a topic of your choosing. You will also prepare a 1-minute elevator brief on your key take-aways to share with your classmates.

Assignment: Complete the research and writing project outlined in your Concept Paper by drafting an intelligence product of your choosing, on a topic and to a customer of your choice. Demonstrate good analytic tradecraft. Once completed, record a 1-minute brief on your project, to share with your classmates. Final draft and recording is due Wednesday, December 11.

Week 16: 11-16 December
Final Project Presentations
We will listen to one another’s elevator briefs and discuss the various topics, formats and take-aways, as well as some over-arching conclusions about the course.