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?

You must be committed to both 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, will 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. But it is also a great way to forge the bonds that we would through face-to-face interaction.
But Wait, it’s not ALL Online!

We will have one required in-person meeting on Saturday September 27 from 8-10:30 am where we will conduct a simulation. This is not optional; if you have a conflict with this right now, you must notify me immediately. Otherwise, I will assume full participation.

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 4 years. But, my family and I have settled here after lots of moving with the US Army, from which my husband recently retired. I loved Hawaii and DC, but this is a great place to raise my two little baseball fanatics – Cole (6) and John (3). In addition to this course, I teach two other courses for University College – Presidential Campaigning and Alternative Analytic Techniques for International Affairs. I am also a career consultant at the Career Center, and am happy to advise any of you on your internship or professional pursuits!

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. 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.
- We can chat online using Blackboard Chat. 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. I am on campus on Wednesday and Friday mornings, if that fits your schedule.
**Required Texts**


**Not required, but recommended:**


**Grades**

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

50 pts. Agency Perspective Powerpoint Brief
100 pts. Drone Debate
100 pts. Crisis PDB (peer review included)
75 pts. Concept Paper for Final Project
150 pts. NIE (ACH included)
200 pts. Final Project
75 pts. Final Project Oral Brief
100 pts. Collaboration
150 pts. Participation

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. (I will ask you to do the same evaluation of yourself.) An exceptional discussion post or contribution that demonstrates all these required traits – clarity, relevance, brevity and timeliness – can earn an extra credit point toward your participation grade.

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. It is 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 reading the discussion question. First, do the assigned readings. Second, reflect on the questions posed. Third, read through the discussion so far. (If you post without doing this, you will probably not add much, besides confusion for the rest of us!) Then, **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. 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. (This will be very helpful in your midterm participation self-assessment!)

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. If you’re introducing a new concept, tell us about it in the title. 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. It also helps if you are responding specifically to someone else’s point to copy and paste the sentence you are referring to into your reply.

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 other collaborative tools. 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.
What to Expect Each Week

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 email you 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.

As this schedule demonstrates, **work will be required both during the week and on weekends.** The course is asynchronous, meaning we will never have a set time where we are all online together. This offers 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.

Online activities will often be a discussion, which I will begin by asking questions. Other weeks it will be a wiki or blog, 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 with any questions or problems concerning Blackboard.
Tips for Being a Successful Online Learner

Online teaching is still 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 other 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 an online chat, 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.

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**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). You will need to register your compliance with this policy in the first week of class.

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.

**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, Career 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 wiki), which will count toward your participation and collaboration grades. 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1: 27 Aug-2 Sep</td>
<td>Introductions to Online Learning and One Another</td>
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<td>Week 2: 3-9 Sep</td>
<td>Strategic Context</td>
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<td>Week 3: 10-16 Sep</td>
<td>Who’s Who in the IC</td>
<td>Agency Perspective Brief Due: Sunday, Sep 14</td>
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<td>Week 4: 17-23 Sep</td>
<td>The Relationship Between Intel and Policy</td>
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<td>Week 5: 24-30 Sep</td>
<td>Case Study in Intel Failure: Iraqi WMD Simulation</td>
<td>Required In-Person Simulation Saturday, Sep 27 8-10:30am</td>
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<td>Week 6: 1-7 Oct</td>
<td>Reforming the IC</td>
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<td>Week 7: 8-14 Oct</td>
<td>HUMINT and EITs</td>
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<td>Week 8: 15-21 Oct</td>
<td>Technical Collection and Drones</td>
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<td>Week 10: 29 Oct-4 Nov</td>
<td>Secrecy and Leaks</td>
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<td>Week 11: 5-11 Nov</td>
<td>Analytic Standards</td>
<td>Final Project Concept Paper Due: Tuesday, Nov 11</td>
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<td>Week 12: 12-18 Nov</td>
<td>Current Intelligence</td>
<td>PDB Peer Review: Sunday, Nov 16 Final Due: Tuesday, Nov 18</td>
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<td>Week 13: 19-25 Nov</td>
<td>NIE: Identifying Key Questions and Assumptions on PRC Cyber Activities</td>
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<td>Week 14: 26 Nov-30 Nov*</td>
<td>NIE II: Analysis of Competing Hypotheses</td>
<td>ACH Matrix Due: Sunday, Nov 30</td>
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<td>Week 15: 1-7 Dec*</td>
<td>NIE III: Coordination</td>
<td>NIE Due: Sunday, Dec 7</td>
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<tr>
<td>Week 16: 8-14 Dec*</td>
<td>Final Project Prep and Presentation</td>
<td>Final Paper and Elevator Brief Due: Friday, Dec 12</td>
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<td>Sunday, December 14</td>
<td>End of Semester Get-Together</td>
<td>Time and Location TBD</td>
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*Please note that these three weeks veer from our Wednesday-Tuesday schedule, to maximize time for collaboration and final project preparation.
Syllabus

Week 1: 27 August-2 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.

http://projects.washingtonpost.com/top-secret-america/articles/a-hidden-world-growing-beyond-control/

**Part I: Understanding the Intelligence Community**

Week 2: 3-9 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: 10-16 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 Sunday, September 14 for review by your classmates.

Week 4: 17-23 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: 24-30 September
In Person Meeting Saturday September 27 8-10:30am Eads 205
Iraqi WMD: Simulation in Intelligence Failure
This week we will explore first-hand the relationship between analyst and policymaker. In our only in-person meeting, we will simulate the drafting of the 2002 National Intelligence Estimate on Iraqi WMD and brief policymakers on this assessment. We will then read the NIE, as well as the Commission Report that details the poor tradecraft that led to the NIE’s flawed conclusions.

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)
To examine another intelligence failure:
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

For further reading:
Chapters 12 and 2, Analyzing Intelligence
For more on Denial and Deception: Chapter 8, Analyzing Intelligence

Week 6: 1-7 October
Reforming the IC
This week will be devoted to understanding the history of Intelligence Community reform, and the negotiation and implementation of the Intelligence Reform and Terrorism Prevention Act specifically. We will emulate “new analysis” by collaborating on a wiki that assesses the process, status and future of reform.


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

For further reading:
The 9/11 Commission Report, Chapter 13, pgs. 399-428


Part 2: Collection

Week 7: 8-14 October
HUMINT and Enhanced Interrogation Techniques
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. We will benefit from some first-hand insights of an FBI interrogator.

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
click on the link to the “Bybee memo” here:

Michael Isikoff, “Ali Soufan Breaks His Silence” Newsweek, April 24, 2009
http://www.newsweek.com/ali-soufan-breaks-his-silence-77243

Ali Soufan, Testimony before the U.S. Senate Committee on the Judiciary, May 13, 2009
http://www.judiciary.senate.gov/imo/media/doc/soufan_testimony_05_13_09.pdf

U.S. Army Field Manual, FM 2-22.3 “Human Intelligence Collector Operations,” Headquarters,
Department of the Army, September 2006, pg. 5-26 (or page 102 of 384), “Prohibition Against Use of
Force”

2013
http://www.nytimes.com/2013/04/16/world/us-practiced-torture-after-9-11-nonpartisan-review-
concludes.html?_r=0

For further reading:
Inspector General, Central Intelligence Agency, “Special Review: Counterterrorism Detention and
Interrogation Techniques, September 2001 to October 2003,” May 7, 2004

Week 8: 15-21 October
Technical Collection: Drones
We will learn about the UAV’s evolution from a tactical surveillance and collection platform to a vehicle
from which to conduct “targeted killings.” We will do a lot of reading during this week in preparation for
next week’s debate. Toward the end of the week, you will be divided into work groups to begin drafting
a position paper either for or against the use of armed drones.

Elisabeth Bumiller and Thom Shanker, “War Evolves with Drones, Some Tiny as Bugs” The New York
Times, June 19, 2011

http://www.nytimes.com/2013/04/07/world/asia/origins-of-cias-not-so-secret-drone-war-in-
pakistan.html?pagewanted=all&_r=0


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.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

Vivian Salama, “Death from Above: How American Drone Strikes are Devastating Yemen,” Rolling Stone, April 14, 2014

Sarah Kreps and Micah Zenko, “The Next Drone Wars: Preparing for Proliferation” Foreign Affairs, March/April 2014 (in ARES)
The Stimson Center, June 2014

For further research:
and examination of all the various outlets monitoring casualties
http://www.lawfareblog.com/2013/07/a-meta-study-of-drone-strike-casualties/

“The Covert Drone War” The Bureau of Investigative Journalism
http://www.thebureauinvestigates.com/category/projects/drones/

Lynn E. Davis et al., “Armed and Dangerous? UAVs and National Security,” The Rand Corporation
http://www.rand.org/pubs/research_reports/RR449.html

**Exercise:** Debate the advantages and drawbacks of the use of armed drones. Consider the military,
political, diplomatic, informational, psychological and legal implications of their use. In your assigned
work groups, write a 2 page opening statement in Google Docs, to be posted on **Wednesday, October
22.** Beginning on Thursday, you will rebut the other group's statement (as a group), and respond to my
questions.

**Week 9: 22-28 October**
**The Drone Debate**
We will engage in a wide-ranging debate about the advantages and drawbacks of the use of drones, the
evolving policies regarding their employment, and whether they should fall under the purview of the CIA
or DOD. **Mark your calendars:** this debate will be fast-paced and require frequent collaboration and
participation.

**Week 10: 29 October-4 November**
**Secrecy and Leaks**
This week we will consider how the Intelligence Community came to collect information on millions of
Americans, how we found out about this collection, and changes that are occurring as a result of this
knowledge. We will explore the tension between national security and civil liberties, the role of
Congress and the courts in oversight of intelligence activities, and the impact of leaks – personally,
politically, diplomatically, and on those whose job it is to collect and keep secrets.

http://www.nytimes.com/2013/08/04/sunday-review/a-washington-riddle-what-is-top-secret.html?_r=0
http://www.pbs.org/wgbh/pages/frontline/united-states-of-secrets/#part-one---the-program

http://www.pbs.org/wgbh/pages/frontline/united-states-of-secrets/#part-two---privacy-lost

Barack Obama, “Remarks by the President on Review of Signals Intelligence,” The White House, Office of the Press Secretary, January 17, 2014

http://www.brookings.edu/research/essays/2014/big-snoop


For Further research:
“Inside NSA: We Brought In a Recording Device, So You Don’t Have To: *The Lawfare Podcast*, December 16, 2013
http://www.lawfareblog.com/the-lawfare-podcast/inside-nsa-we-brought-in-a-recording-device-so-you-dont-have-to/

http://www.whitehouse.gov/sites/default/files/docs/2013-12-12_rg_final_report.pdf

Denis McDonough, Mara Rudman, Peter Rundlet, “No Mere Oversight: Congressional Oversight of Intelligence is Broken,” Center for American Progress, September 2009

http://www.fas.org/sgp/eprint/dynamics.pdf

### Part 3: Analysis

**Week 11: 5-11 November**  
**Analytic Standards**
We will spend this first week in our analysis block familiarizing ourselves with the critical thinking skills and tools necessary for writing 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


For further reading:
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 11**.

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**Week 12: 12-18 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 16**, and the final is due **Tuesday, November 18**.

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**Week 13: 19-25 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:


Timothy L. Thomas, “Google Confronts China’s ‘Three Warfares’”, *Parameters*, Summer 2010  

Mandiant, APT 1: Exposing One of China’s Cyber Espionage Units, February 18, 2013

Adam Segal, “The Cyber Trade War,” Foreign Policy, October 25, 2012
http://www.cfr.org/cybersecurity/cyber-trade-war/p29356?cid=emc-ACC_Spring13_BCK-Segal_Cyber_Trade_War-042513

Adam Segal, “The People’s Republic of Hacking,” Foreign Policy, January 31, 2013
http://www.cfr.org/china/peoples-republic-hacking/p29909?cid=emc-ACC_Spring13_BCK-China_Hacking-042513


http://www.justice.gov/opa/pr/2014/May/14-ag-528.html

“China Voice: Big Brother U.S. Spy Charges Are Absurd” Xinhua, May 20, 2014

http://thediplomat.com/2014/05/chinas-response-to-the-us-cyber-espionage-charges/

http://cdn0.vox-cdn.com/assets/4589853/crowdstrike-intelligence-report-putter-panda.original.pdf

Week 14: 26-30 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. Each student will be assigned an agency or role in the drafting process. The final draft is due Sunday, December 7.
Week 15: 1-7 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 16: 8-14 December
Final Projects
This week will be used to prepare an intelligence product 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. Finally, we will listen to one another’s elevator briefs and discuss the various topics and take-aways, as well as some over-arching conclusions from the course.

Assignment: Complete the research and writing project outlined in your Concept Paper by drafting an intelligence product 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 Friday, December 12.

Sunday, December 14: End of Semester Get-Together
Details to follow