American Public University System

The Ultimate Advantage is an Educated Mind

School: School of Security and Global Studies
Course Number: INTL 622
Course Name: Open Source Intelligence
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite: None

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Instructor Information

Instructor*:**   ***APUS Faculty

Course Description (Catalog)

This course offers an introduction to the open source intelligence discipline, or OSINT. This introduction has students examining, discussing and analyzing the aspects of OSINT, which is a relatively new intelligence discipline. With its beginnings with monitoring newspapers and then radio broadcasts, OSINT has been transformed by the digital revolution. OSINT draws from many sources, but the Internet, mass media and on-line mapping are the core sources these days for the discipline. The course surveys the history and progression of OSINT as a discipline,

to include the variety of sources, planning and collecting OSINT, and where OSINT fits into the intelligence picture as a whole.

Course Scope

INTL 622 is an elective course for students seeking a Master's degree in intelligence studies as well as for students engaged in other graduate degree programs. INTL 622 serves as an overview of the broad discipline of OSINT, and examines the composition and importance of this relatively newly defined intelligence discipline. The course further explores the framework for collecting, analyzing and reporting OSINT, to include the application of the discipline in real-world scenarios. As part of exploring OSINT, students are exposed to the history of OSINT, particularly pre-Cold War operations.

Topics in this course include: Introduction to OSINT, Fundamentals of OSINT. Planning for OSINT Collection & Analysis, OSINT Collection & Production, OSINT Research, OSINT Communities, OSINT & Social Media, and OSINT Legal Considerations.

Course Objectives

After successfully completing this course, you will be able to:

- **CO-1: Evaluate OSINT as an Intelligence Collections platform.**
- **CO-2: Analyze the nature and functions of OSINT.**
- **CO-3: Explain the strengths and weaknesses of OSINT.**
- **CO-4: Assess the role that OSINT plays in the intelligence process.**
- **CO-5: Appraise the role of the analyst in the intelligence cycle.**

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Resources

Required Course Textbooks:

There is no required text for this course.

Scenario-based Learning

During the course, students will use one of three scenarios to use for context while responding to Forums, as well as for their Final Project for the course, which is an OSINT Collection Plan.

- US actions in response to threats from North Korea toward South Korea
  - https://www.cia.gov/library/publications/the-world-factbook/geos/kn.html
  - https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html

- Support of US negotiations to deploy ballistic missile defense capabilities in Romania
  - https://www.cia.gov/library/publications/the-world-factbook/geos/ro.html

- Support to crisis action planning for a US response to a humanitarian disaster in Haiti
  - https://www.cia.gov/library/publications/the-world-factbook/geos/us.html

Choose one of these scenarios and use the information found at the links above, then develop it as needed to support your work.

Required Readings

Below are the required readings for this course broken down by week. Copies or links to these articles are provided in the weekly lesson modules. Many of these readings are in the public domain. For those readings not in the public domain, the readings are available through the APUS e-Library journal databases. Additionally, a number of the readings have been placed in a reserved reading folder which can be accessed at http://apus.campusguides.com/intl622 and clicking on the E-Reserves tab.

Week 1

Required Reading Assignments
ATP 2-22.9 Open Source Intelligence (US Army Manual) – Chapter 1 (6 pages)

Joint Publication 2-0 Joint Intelligence (pgs B-5 to B-6)

Foreign Broadcast Information Service – History - Part I: 1941-1947. by Joseph E. Roop. Chapter 1 – Early Beginnings (36 pages)

Open–Source Intelligence From the Airwaves. Stephen C. Mercado (entire article) (15 pages equivalent)

Sailing the Sea of OSINT in the Information Age: A Venerable Source in a New Era. Stephen C. Mercado (entire article) (14 pages equivalent)

Additional Optional Readings

Foreign Broadcast Information Service – History - Part I: 1941-1947. by Joseph E. Roop.
•Chapter 2 - Impact of Pearl Harbor (30 pages)

Intelligence in the Civil War – Intelligence Overseas (an example of an OSINT failure for the South(6 pages equivalent)

Central Intelligence: Origin and Evolution (24 pages)

Week 2

Required Reading Assignments

Guide to Open Source Intelligence - A Growing Window into the World, R. A. Norton, Ph.D. (3 pages)

A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis (CIA) – (45 pages)

Rethinking "Alternative Analysis" to Address Transnational Threats (16 pages)

When everything is intelligence – nothing is intelligence. By Wilhelm Agrell (6 pages)

Additional Optional Readings

Strategic Warning: The Problem of Timing - Cynthia M. Grabo (15 pages)

Foreign Broadcast Information Service – History - Part I: 1941-1947. by Joseph E. Roop.
• Chapter 3 - New Service's Place in FCC (24 pages) and Chapter 4 Contacts with the Public (24 pages).

Week 3

Required Reading Assignments

ATP 2-22.9 Open Source Intelligence (US Army Manual) – Chapter 2 (13 pages)

Commanders and Surprise - Robert W. Williams (11 pages)

Additional Optional Readings

Foreign Broadcast Information Service – History - Part I: 1941-1947. by Joseph E. Roop.
• Chapter 5 - Intergovernmental Relations (48 pages) & Chapter 6 - International Cooperation (22 pages).

Week 4

Required Reading Assignments

ATP 2-22.9 Open Source Intelligence (US Army Manual) – Chapter 3 (3 pages)

Additional Optional Readings

Foreign Broadcast Information Service – History - Part I: 1941-1947. by Joseph E. Roop.
• Chapter 7 - Congressional Handicaps (23 pages) & Chapter 8 - Adjustments to Meet Problems (30 pages).

Week 5

Required Reading Assignments

ATP 2-22.9 Open Source Intelligence (US Army Manual) –Chapter 4 (12 pages)

Additional Optional Readings

Foreign Broadcast Information Service – History - Part I: 1941-1947; by Joseph E. Roop.

Chapter 9 - Change in War Focus (23 pages) & Chapter 10 - Congressional Coup D'Etat (22 pages).

Week 6

Required Reading Assignments

ATP 2-22.9 Open Source Intelligence (US Army Manual) – Appendix E (7 pages) and Appendix F (2 pages)

National Open Source Enterprise (15 pages)

Additional Optional Readings

Foreign Broadcast Information Service – History - Part I: 1941-1947. by Joseph E. Roop. •Chapter 11 - Operations Under War Department (22 pages).

Foreign Military Studies Office OE Watch, Vol. 3 Issue #5 May 2013 (54 pages)

Week 7

The rise of social media and its impact on mainstream journalism: A study of how newspapers and broadcasters in the UK and US are responding to a wave of participatory social media, and a historic shift in control towards individual consumers – by Nic Newman (7 pages)

Social Media in the Arab World: Leading up to the Uprisings of 2011 - by Jeffrey Ghannam (42 pages)

Social Media as a Tool for Protest - by Marko Papic and Sean Noonan (7 pages)

Social Media Sparked, Accelerated Egypt's Revolutionary Fire - by Sam Gustin (2 pages)

Taking to the Streets — and Tweets — in Tehran - by Nathan Hodge (2 pages)

Israel trains teen cybersleuths, but loses social media war to Hamas - by Liat Clark (2 pages)

A Different Perspective on Social Media and Revolution in Iran – by Pedram Partovi (3 pages)

Small Change - Why the revolution will not be tweeted - by Malcolm Gladwell (5 pages)

Intelligence chiefs: Social media helped in monitoring recent revolts - by Pam Benson (1 page)

In Post-Revolution Egypt, Social Media Shows Dark Side - by Adam Morrow and Khaled Moussa al-Omrani (2 pages)

Tunisian protests fueled by social media networks - by Tim Lister (3 pages)

How Social Media Accelerated Tunisia's Revolution: An Inside View – by Colin Delany (4 pages)

Iran's Protests: Why Twitter is the Medium of the Movement – by Lev Grossman (4 pages)

Iran Building Software To Control Social Networking Sites (1 page)

Additional Optional Readings

Using Social Media to Gauge Iranian Public Opinion and Mood After the 2009 Election – Rand Corporation (110 pages)

Twitter-Free Iran: An Evaluation of Twitter's Role in Public Diplomacy and Information Operations in Iran's 2009 Election Crisis – Alex Burns (13 pages)

The Chinese Media: More Autonomous and Diverse Within Limits – by Todd Hazelbarth (17 Pages)

Social Media Fuels Protests in Iran, Bahrain and Yemen (1 page)

Week 8

Required Reading Assignments

ATP 2-22.9 Open Source Intelligence (US Army Manual) – Appendix A (5 pages)

Executive Order 12333--United States intelligence activities (10 pages)

DOD Regulation 5240.1-R, Procedures Governing the Activities of DOD Intelligence Components that Affect United States Persons (64 pages)

Additional Optional Readings

Public Law 95-511 The Foreign Intelligence Surveillance Act of 1978 (16 pages)

Additional Resources

Students are expected to have properly formatted papers. The format standard for this course is the Turabian Reference List style format. To aid in properly formatting written work submitted for the course guideline documents have been provide under the Resources Tab to the course. Additionally, students are encouraged to obtain a copy of the Turabian manual.

Turabian, Kate L. 2007. *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. 7th ed. Edited by Wayne C. Booth et al. Chicago: University Of Chicago Press.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
INTL 622 Course Readings	http://apus.campusguides.com/intl622

Evaluation Procedures

For the purposes of this course, a "week" is defined as the time period between Monday and Sunday. The first week begins on the first day of the term and ends on midnight the following Sunday. The last week of the term ends on a Sunday.

The following assessments determine the course grade:

Forum Assignments:

Each week there will be a discussion question for students to answer. Your posts should reflect upon the week's lesson and readings. You will provide a substantive initial post by Thursday at 11:55 pm ET and respond to two or more classmates by Sunday 11:55 pm ET. I will grade posts on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Forum grades will be determined using the APUS Forum scoring guide. Additionally, comments may be given informally within the forum or in more detail within the forum grader tool. A copy of the grading rubric is included under the Lessons and Resources tabs to the course.

Current Event Case Study

For this assignment, students will choose a current event related to their selected scenario and describe it within the context of the fundamentals of OSINT. Students will select a position within the scenario, and then will analyze their selected case. There is no standard format for the Current Event Case Study. However, it should cover the following:

- What are the circumstances?
- What is the potential for action?
- What are the consequences for each identified action?
- What Open Source Information can be used to support decision-making in the scenario?

The Current Event Case Study will be evaluated by the instructor using the APUS Assignment rubric scoring guide and comments inserted into the Word document. A copy of the grading rubric is included under the Lessons and Resources tabs to the course.

Final Project

The OSINT Collection Plan will be evaluated by the instructor using the APUS Assignment rubric scoring guide and comments inserted into the Word document. A copy of the grading rubric is included under the Lessons and Resources tabs to the course.

There is no standard format for the OSINT Collection Plan. However, it should have the following characteristics:

- Be based on the information requirements found in your project's scenario.
- Assist your supported decision-maker in visualizing their problem.
- Cover current and future problems.
- Take a full-spectrum approach.
- Cover the collection capabilities of all echelons involved with your problem.
- Be flexible in ability to respond to changes.
- Contain precise and directive language.

Grading

GRADED EVENTS	% OF FINAL	DUE DATE

	GRADE	
Weekly Forum Discussions	20%	Weekly, Initial post by Thursday Weekly, 2 responses by Sunday
Current Event Case Study	40 %	Due by end of Week 4
OSINT Collection Plan	40 %	Due by end of Week 7

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Course Outline

Please see the Student Handbook to reference the University's grading scale.

Week	Topic(s)	Learning Objective(s)	Reading	Assignment(s)
1	Introduction to OSINT	CO-1: Evaluate OSINT as an Intelligence Collections platform.	Week 1 Lesson Module. Week 1 Required Readings	Forum #1
2	Fundamentals of OSINT	CO-2: Analyze the nature and functions of OSINT.	Week 2 Lesson Module Week 2 Required Readings	Forum #2
3	Planning for OSINT Collection & Analysis	CO-3: Explain the strengths and weaknesses of OSINT. CO-4: Assess the role that OSINT plays in the intelligence process.	Week 3 Lesson Module Week 3 Required Readings	Forum #3
4	OSINT Collection & Production	CO-4: Assess the role that OSINT plays in the intelligence process. CO-5: appraise the role of the analyst in the intelligence cycle.	Week 4 Lesson Module Week 4 Required Readings	Forum #4 Current Event Case Study

5	OSINT Research	CO-4: Assess the role that OSINT plays in the intelligence process. CO-5: appraise the role of the analyst in the intelligence cycle.	Week 5 Lecture Module Week 5 Required Readings	Forum #5
6	OSINT Communities	CO-5: Appraise the role of the analyst in the intelligence cycle.	Week 6 Lecture Module Week 6 Required Readings	Forum #6
7	OSINT & Social Media	CO-4: Assess the role that OSINT plays in the intelligence process.	Week 7 Lesson Module Week 7 Required Readings	Forum #7
8	OSINT Legal Considerations	CO-3: Explain the strengths and weaknesses of OSINT.	Week 8 Lesson Module Week 8 Required Readings	Forum #8 OSINT Collection Plan

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations

Writing Expectations

In developing and submitting written responses in this course I am looking for you to provide insightful responses that are developed through the application of critical thinking. By critical thinking I mean that I expect you to have read the required materials and reflected upon and analyzed the data in the development of your assessment what that information means. Take a

scholarly approach, using peer reviewed articles from the library and avoiding general internet sites.

I am not looking for a repeat of the text in your responses; I am looking for your original thought on what the meaning of the text was from your interpretation of that information. Support your answers with evidence. This evidence will normally be citations from the readings assigned or independent readings you have undertaken. By citing evidence you give credibility to your arguments and analysis. Always remember to properly cite and give credit to others when you are expressing their thoughts/analysis or are quoting material. Limit the use of direct quotations. Paraphrase the points your reading has provided, but cite the source of that material.

In general, avoid the use of I, we, our and similar words in your assignments. While the use of first person is appropriate at times, one will normally write in a third person format. Your writing should be in a neutral tone, demonstrating an objective analysis of the data. The expression of bias in your writing gives readers cause to question the validity of your research. Treat each written submission as if it was a paper. State the problem, give your findings and conclude with your analysis.

Ensure your written work reflects the fact that you are in a Master's level course. Avoid slang, informal language or the type of shortcuts often used in texting or e-mails. Take time to proof read your work and make sure it is sound in construct and free of grammar and spelling errors. You may find it best to draft your response in word document, reflect and revise on that posting and then past that response into the classroom in the appropriate place.

Turabian (2007) provides good information expectation and format for written assignments and is the standard for format proscribed for this course. A review of the manual and its contents will put you on the right track to meeting my expectation for your written submissions.

Reference:

Turabian, Kate L. 2007. *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. 7th ed. Edited by Wayne C. Booth et al. Chicago: University Of Chicago Press.

Citation and Reference Style
Attention Please: Students will follow the Turabian Reference List Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the Turabian Reference List Format. Detailed guidance for the standards of this format can be found in the following manual.

Turabian, Kate L. 2007. *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. 7th ed. Edited by Wayne C. Booth et al. Chicago: University Of Chicago Press.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.*com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it

for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.