

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

**School of Security and Global Studies**  
**INTL 635**  
**Indications and Warning**  
**Credit Hours: 3**  
**8 Weeks**  
**Prerequisite(s): INTL 500**

### **Instructor Information**

**Instructor:** APUS Faculty

### **Course Description**

#### **INTL635 INDICATIONS AND WARNING (3 credit hours)**

This course will provide insight into information gathering and the need for indications and warning on priority issues, to include natural disasters, terrorism, critical infrastructure threats, and other key events that potentially affect the national security of the United States. Through a series of readings and discussions, students will learn about various intelligence indicators as well as vulnerabilities to the I&W system. Students will examine case studies to assess strategic surprise in order to best understand the relationship between early warning, operations planning, and information sharing.

### **Course Scope**

Indications and Warning will provide an outlook on the issues and vulnerabilities of the US indications and warning system. The course will review case studies pertaining to indications and warning and will look at how vulnerabilities and gaps affect the I&W process.

The purpose and scope of the course is to facilitate understanding of strategic surprise and behaviors attributing to indications and warning successes and gaps. The course will also provide the student with the analytical tools to comprehend, discuss, and explain the issues pertaining to indications and warning.

As an elective in the program, this course enhances knowledge of the core requirements.

### **Course Objectives**

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

CO 1: Critically evaluate the strategic warning environment.

CO 2: Analyze surprise, warning, and intelligence reactions.

CO 3: Investigate the role of US intelligence in indications and warning.

CO 4: Analyze how information sharing affects the indications and warning process.

CO 5: Assess how improvements could be made to strategic warning tradecraft.

### **Course Delivery Method**

This masters-level 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 at 11:55 pm ET and include Forum questions (accomplished in groups in a Forum), examination, and research paper submitted for grading by the faculty. The assigned faculty will support the students throughout this eight week course.

### **Course Materials**

There are no required textbooks for this course. There are required readings online. The articles are located in your Lessons link on your vertical toolbar.

### **Evaluation Procedures**

The course grade is based on the following assessments:

#### **Discussion Forums – 20 percent**

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to 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. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

#### **Research Question, Purpose Statement, and Citation Format Exercise – 10 percent**

The components of this assignment include a research question, a purpose statement, and six sources, at least two of which must be peer-reviewed. The specific research question should relate to a general topic in the course.

#### **Research Paper – 40 percent**

Based on the research question assignment in Week Two, the research paper should be no more and no fewer than 10 pages, not including the cover page, the reference list, and any appendices.

#### **Final Assignment – 30 percent**

This assignment is a take-home essay assignment to test knowledge and assimilation of the course learning objectives. The exclusive use of required texts and readings is mandatory. No outside sources are allowed. The assignment should be no more and no fewer than eight pages.

<b>TASK</b>	<b>Percentage</b>
Research Question Presentation	10 percent
Research Paper	40 percent
Forum Discussion Board Posts	20 percent
Final Assignment	30 percent
<b>TOTAL</b>	<b>100 percent</b>

### **Writing Expectations**

All assignments for the School of Security and Global Studies (papers, essays, exams, and Forums) must follow the Chicago Style Manual guidelines. Refer to Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Chicago: University of Chicago Press found at [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html).

All written submissions should be submitted in Times New Roman 12 pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

It is very important that students are aware of and comply with the APUS policy on plagiarism in the Student Handbook. To find the plagiarism policy, go to the vertical toolbar in the classroom and click "Policy".

### **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. The standard for the School of Security and Global Studies for late assignments is a penalty of five percent per day.

### **Course Extension Policy**

To apply for an extension, go to the vertical toolbar and click "Policy." The student must have successfully completed at least 50 percent of the already-assigned coursework. The student shall have an overall passing grade in the course for which an extension is being requested. For this course, the 50 percent mark occurs in Week Six after submission of the Research Paper.

### **Other Policies**

For other policies, including drop/withdrawal, grading, and disability, refer to the vertical toolbar and click "Policy."

<b><u>Week</u></b>	<b><u>Topic</u></b>	<b><u>Learning Objective(s)</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
<b>1</b>	Introduction to Indications and Warning (I&W)	Develop an understanding of those intelligence activities intended to detect and report time-sensitive intelligence information on foreign developments that could involve a threat to the United States or allied and/or	Lowenthal, (2011) <i>Intelligence: Secrets to Policy</i> Davis, Jack. 2003. "Strategic Warning" If Surprise is Inevitable, What role for Analysts?". Washington, DC: US Central Intelligence Agency. Kneis, Mark. 2003. "Surprise Hypothesis". Kansas: US Army Command and General Staff College. Brice, Michael. 2003. "Strategic Surprise in an Age	Week One Forum Lesson Notes Weekly Readings

		coalition military, political, or economic interests or to US citizens abroad.	of Information Superiority: Is it Still Possible?". Alabama: Air War College. Defense Science Board. 2009. "Capability Surprise". (2009). Washington, DC: Office of the Undersecretary of Defense for Acquisition, technology, and Logistics.	
<b>2</b>	Warnings and Surprise	Develop an understanding of the definitions and components of warning	Grabo, Cynthia. 2002. "Anticipating Surprise: Analysis for Strategic Warning". Washington, DC: National Defense Intelligence College. Wirtz, James; Porch, Douglas. 2002. "Surprise and Intelligence Failure". Rhode Island: Naval Postgraduate School. Davis, Jack. 2002. "Improving CIA Analytic Performance: Strategic Warning". Washington, DC: US Central Intelligence Agency.	Week Two Forum Lesson Notes Weekly Readings Research Question presentation
<b>3</b>	US Intelligence and I&W	Develop an understanding of the role of US intelligence in indications and warning.	Thornlaw, Christopher. 2005. "Fusing Intelligence with Law Enforcement Information: An Analytic Imperative." Rhode Island: Postgraduate	Week Three Forum Lesson Notes Weekly Readings

			<p>School. Cillufo, Frank; Marks, Roland; Salmoiraghi, George C. 2002. "The Use and Limits of US Intelligence." Washington, DC: Center for Strategic and International Studies. Bodnar, John. 2003. "Warning Analysis for the Information Age: Rethinking the Intelligence Process." Washington, DC: Center for Strategic Intelligence Research.</p>	
4	Case Study: Katrina	Develop an understanding for non- intelligence factors in early warning as applicable to nation-neutral threats and events.	<p>Kunreuther, Howard; Meyer, Robert; Erwann, Michel-Kerjan. 2007. "Strategies for Better protection against Catastrophic Risks." PA: Wharton School. David, Tom.2005. "Predicting Hurricanes: "What we Knew about Katrina and When." Washington, DC: United States Congress, Washington.  Light, Paul Charles. 2005. "Katrina's Lesson in Readiness." New York: New York University Center for Catastrophic Preparedness</p>	<p><u>Research Paper</u> <u>DUE NEXT WEEK</u> Week Four Forum Lesson Notes Weekly Readings</p>

<p><b>5</b></p>	<p>Homeland Security: Warning and Response</p>	<p>Develop an understanding of the scope of Homeland Security indications information and appreciation for the applicable regulations and legislation enabling and challenging the bridging of Intelligence Community and Law Enforcement channels.</p>	<p>Luikart, Kenneth.2002. "Homeland Security: Intelligence Indications and Warning." Naval Postgraduate School Center for Contemporary Conflict, Strategic Insights, no. 10 (December): V 1. Brinkerhoff, John R. 2001. "Relationship of Warning and Response to Homeland Security." Washington, DC: Homeland Security Studies and Analysis Institute. Carafano, James; Cillufo, Frank; Weitz, Richard. 2007. "Stopping Surprise Attacks: Thinking Smarter about Homeland Security" Washington, DC: The Heritage Foundation.</p>	<p>Week Five Forum Lesson Notes Weekly Readings <u>RESEARCH PAPER</u> <u>DUE 11:00 PM</u> <u>SATURDAY</u></p>
<p><b>6</b></p>	<p>Case Study: Pearl Harbor and 9/11 Comparison</p>	<p>Develop an understanding of the information dynamics and reporting facets through explorations of two significant events in U.S. History.</p>	<p>Abshire, David. 2002. "Lessons for the 21<sup>st</sup> Century: Vulnerability and Surprise, December 7, 1941 and September 11, 2001." Washington, DC: Center for the Study of the Presidency. Hornberger, Jacob. 2002. "9/11 and Pearl Harbor". (Virginia: Future of Freedom Foundation.</p>	<p>Week Six Forum Lesson Notes Weekly Readings</p>

7	Terrorism: Indications and Warning Final Assignment	Develop an understanding of an indicator-base framework relevant to Counter and Anti terrorism efforts.	<p>Butterfield, Alexander; Meissner, Terry; Kulisch, Gail. 2002. "Against Al Qaida: Improving Warning in the Asymmetric Environment." Massachusetts: Harvard University. Williams, Phil. 2005. "Warning Indications, Terrorist Finances, and Terrorist Adaption." Naval Postgraduate Center for Contemporary Conflict, Strategic Insights 4, no 1 (January).</p> <p>Grossman, Michael. 2005. "Perception or Fact: Measuring the Effectiveness of the Terrorism Early Warning (TEW) Group." California: Naval Postgraduate School.</p> <p>Rand Corporation. 2005. "Connecting the Dots in Intelligence: Detecting Terrorist Threats in the Out-of-the-Ordinary." California.</p> <p>Dahl, Eric. 2004. "Warning of Terror: Explaining the Failure of Intelligence Against Terrorism." MA: Tufts University, Fletcher School of Diplomacy.</p>	<p><b><u>Final Assignment is due by Sunday, midnight EST</u></b></p> <p>Week Seven Forum Lesson Notes Weekly Readings</p>
8	Class Dialogue	Review and decide based		Week Eight Forum

	Project and Course Evaluation	on provided executive-level point paper. As applicable to the provided paper, execute a final fusion of all elements addressed in the assessment of indicators in support of the warning process.		Course Evaluation is due by Sunday, midnight EST
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### Library Guide

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These 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 isn't available yet, let us know by emailing the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)