

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **GOVT 483**

#### **MILITARY INTELLIGENCE**

#### **COURSE DESCRIPTION**

An upper-division study of tactical military intelligence and the related military branch intelligence agencies as well as the Defense Intelligence Agency.

#### **RATIONALE**

The attack on Pearl Harbor, the worst intelligence/policy failure in American history, provides the rationale for all of the intelligence courses being offered; the study of military intelligence requires a more specialized approach than the general intelligence courses. This course provides that approach.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASES**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word and PowerPoint  
(Microsoft Office is available at a special discount to Liberty University students.)

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Explain pertinent facets of military intelligence.
- B. Analyze developments in 4th Generation Warfare concepts.
- C. Evaluate the needs of military intelligence in the war on terrorism.
- D. Evaluate armed forces capabilities, including order of battle, organization, training, tactics, doctrine, strategy, and other factors bearing on military strength and effectiveness.

- E. Explain area and terrain intelligence, including urban areas, coasts and landing beaches, and meteorological, oceanographic, and geological intelligence.
- F. Compare Scriptures and biblical perspectives with real world situations.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and presentations
- B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be 400 words and demonstrate course-related knowledge. Additionally, a minimum of 2 sources must be cited. The student is also required to reply to 2 other classmates' threads. Each reply must be 200 words and cite a minimum of 1 source. Sources must be cited according to current Turabian format. Sources must be approved by the instructor.

- D. Article Review

The student will choose and discuss a current events article pertaining to military intelligence. The Article Review must be 800–1,000 words and submitted according to current Turabian format. There must be also be at least 2 scholarly citations.

- E. Reflection Papers (2)

These assignments must be 900–1000 words and reflect the student's reactions to 1 of the assigned articles for the course. This is not an occasion for research, but rather an opportunity to reflect on what someone else has written and published. The student's observations may focus on the value of the article for the study of military intelligence or on what lessons are offered in the article. The student may reflect on how a Christian may or may not justify participation in activities that are described in the article. A minimum of 3 pertinent, applicable, and timely scholarly sources must be used and cited according to current Turabian format.

- F. Case Studies (2)

For each Case Study, the student will identify an incident such as the construction of the Berlin Wall, the US involvement in the first or second Gulf Wars, the beginning of World War I, or the Able Archer Crisis of 1983. Each Case Study must be 800–900 words and include the student's observations of what the incident reveals about military intelligence. It may focus on intelligence failures or successes. It may also provide lessons for the development of the practice of military intelligence. A minimum of 3 scholarly, pertinent, applicable, and timely scholarly sources must be used and cited according to current Turabian format.

- G. **Intelligence Failures Presentation**  
The student will choose an intelligence failure and create a presentation detailing the factors and events that led to the failure. The student may use PowerPoint, infographics, or other creative presentation tools. A minimum of 3 scholarly, pertinent, applicable, and timely scholarly sources must be used and cited according to current Turabian format.
- H. **Midterm Exam**  
The Midterm is an open-book/open-notes test that will cover the materials addressed in Modules/Weeks 1–4. It will contain 40 multiple-choice questions and have a time limit of 1 hour.
- I. **Final Exam**  
The Final Exam is an open-book/open-notes test that will cover the materials assigned in Modules/Weeks 1–8. It will contain 60 multiple-choice questions. The student will have a 1-hour and 30-minute time limit.

**VI. COURSE GRADING AND POLICIES**

A. **Points**

Course Requirements Checklist	10
Discussion Board Forums (2 at 80 pts ea)	160
Article Review	100
Reflection Papers (2 at 110 pts)	220
Case Studies (2 at 100 pts ea)	200
Intelligence Failures Presentation	100
Midterm Exam	100
Final Exam	120
<b>Total</b>	<b>1010</b>

B. **Scale**

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. **Multiple Submissions of Papers**

Effective Spring 2007, any writing assignment required for a Helms School of Government course must be an original composition drafted specifically for the individual course. When a course requirement in an upper division course builds upon a previously researched topic, and the student desires to utilize his/her prior submission as a foundational document for the new course assignment, he/she may bring a copy of the previous paper to the current professor. The professor will review with the student the additional research and writing elements needed to complete the current assignment without violating this policy.

D. **Disability Assistance**

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to

make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **GOVT 483**

Textbooks: Hart, *Intelligence Thoughts* (2010).  
Holbrook, *Potsdam Mission* (2008).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Hart: pp. 1–5 2 presentations 1 website	Course Requirement Checklist Class Introductions Article Review	10 0 100
<b>2</b>	Hart: pp. 6–11 1 presentation 1 website	Reflection Paper 1	110
<b>3</b>	Hart: pp. 12–44 2 presentations	DB Forum 1	80
<b>4</b>	Holbrook: chs. 1–2 3 presentations 1 website	Case Study 1 Midterm Exam	100 100
<b>5</b>	Holbrook: chs. 3–5 2 presentations 1 website	Reflection Paper 2	110
<b>6</b>	Holbrook: chs. 9–23 2 presentations 2 websites	DB Forum 2	80
<b>7</b>	Hart: pp. 45–83 Bible Readings 2 presentations	Case Study 2	100
<b>8</b>	Hart: pp. 84–143 3 presentations 1 website 1 Powerpoint	Intelligence Failures Presentation Final Exam	100 120
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.