Copyright © 2013 by Henley-Putnam University

All rights reserved. No part of this publication shall be reproduced, stored in a retrieval system, or transmitted by any means electronic, mechanical, photocopying, recording, or otherwise without written permission from the publisher. No patent liability is assumed with respect to the use of the information contained herein. Although every precaution has been taken in the preparation of this publication, the publisher and the author(s) assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of the information contained herein.

eISSN: 1944-0472

**Warning and Disclaimer**

Every effort has been made to make this publication as complete and as accurate as possible, but no warranty of fitness is implied. The information provided is on an “as is” basis. The authors and the publisher shall have neither liability nor responsibility to any person or entity with respect to any loss or damages arising from the information contained in this publication.
Gary Ackerman, *START Center, University of Maryland*

Matt Armstrong, *MountainRunner Institute*

Edwin Bakker, *Security and Conflict Programme, Clingendael Institute*

Chris Boucek, *Carnegie Endowment for International Peace*

Monte Bullard, *Henley-Putnam University*

Drew Conway, *New York University*

Sharyl Cross, *College of International and Security Studies/George C. Marshall European Center for Security Studies*

Andrea Dew, *Center for Irregular Warfare & Armed Groups, U.S. Naval War College*

Christine Fair, *Georgetown University*

Robert Fein, *The Metis Group*

James Forest, *Center for Combating Terrorism, U.S. Military Academy*

Mark Galeotti, *Center for Global Affairs, New York University*

Sumit Ganguly, *Indiana University, Bloomington*

Donald Goldstein, *Duke University*

Colin Gray, *University of Reading, England*

Denise Greaves, *Henley-Putnam University*

Sheldon Greaves, *Henley-Putnam University*

Rita Grossman-Vermaas, *Logos Technologies*

Audrey Guinchard, *University of Essex*

John Horgan, *International Center for the Study of Terrorism, Pennsylvania State University*

Richard J. Hughbank, *Northwestern State University*

Robert Jervis, *Columbia University*

Swen Johnson, *SCIA, LLC*

Richard J. Kilroy Jr., *Virginia Military Institute*

Steven Kleinman, *Consultant*

Margaret E. Kosal, *Sam Nunn School of International Affairs, Georgia Tech*

Claire Metelits, *Social Science Research Center, USAFRICOM*

Steve Metz, *Strategic Studies Institute, U.S. Army War College*

Charles A. Morgan, *Yale University School of Medicine*

John Nagl, *Center for a New American Security*

David C. Rapoport, *University of California at Los Angeles*

Mario Scalora, *University of Nebraska, Lincoln*

Louise Shelly, *Terrorism, Transnational Crime & Corruption Center, George Mason University*

Greg Smith, *Joint Special Operations Senior Enlisted Academy*

John Sullivan, *Los Angeles Sheriff’s Department*

Jessica Turnley, *Joint Special Operations University & Galisteo Consulting Group*

Ed Urie, *Henley-Putnam University*

Anthony Vinci, *The Longare Group*
Correspondence concerning essays submitted for consideration should be directed to Editor@Henley-Putnam.edu.

Guidelines for manuscript submissions can be found on the Henley-Putnam University website at www.Henley-Putnam.edu. Materials that have been previously published or are under consideration for publication elsewhere will not be accepted.

Questions or correspondence concerning book reviews may be directed to Editor@Henley-Putnam.edu. Unsolicited book reviews will not be accepted.

The Journal of Strategic Security is published quarterly by Henley-Putnam University Press.
# Table of Contents

Ninth Annual IAFIE Conference Program ........................................................................................................... ii

Red Teaming the Red Team: Utilizing Cyber Espionage to Combat Terrorism .......................................................... 1

Targeting a Female Audience: American Muslim Women’s Perceptions of al-Qaida Propaganda ......................................................... 10

OSINT, New Technologies, Education: Expanding Opportunities and Threats. A New Paradigm ............................... 22

Forecasting the Failed States Index with an Automated Trader in a Combinatorial Market ........................................ 38

French research applied to intelligence: the key role of information and communication sciences ........................................ 52

Critical Thinking Instruction in Academia: What can the U.S. Intelligence Community Expect? .................................. 61

City of Gold, City of Slaves: Slavery and Indentured Servitude in Dubai ...................................................................... 65

Building an Intelligence Education Program at Marymount University Course-by-Course ....................................... 72

Teaching the Intelligence Process: The Killing of Bin Laden as a Case Study .......................................................... 80

Training Intelligence Producers and Consumers for the Future: The Dutch Approach ............................................. 88

The Peacekeeping Information at UN Level ............................................................................................................... 99

Intelligence Analysis and the Bureau: The Evolution of Analysis and the Analyst Position in the FBI, 1908-2013 .................. 114

The Future of Intelligence Studies .................................................................................................................................. 124

National Intelligence University: Certificate of Strategic Warning ...................................................................................... 128
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Propaganda in Mexico’s Drug War</td>
<td>131</td>
</tr>
<tr>
<td>Generating Effective Patrol Strategies to Enhance U.S. Border Security</td>
<td>152</td>
</tr>
<tr>
<td>The Role of Culture in Intelligence Reform</td>
<td>160</td>
</tr>
<tr>
<td>Planes, Plans, Plots: How They Found the Missiles</td>
<td>172</td>
</tr>
<tr>
<td>Teaching about ‘Area 51’? How to Cover Secret Government Technology and Capabilities in Intelligence Studies Courses</td>
<td>187</td>
</tr>
<tr>
<td>The Threat of Domestic Bioterrorism: Fact or Fiction</td>
<td>197</td>
</tr>
<tr>
<td>Lessons Learned from Intelligence Internships from Three Midwest Universities</td>
<td>207</td>
</tr>
<tr>
<td>Multilateral Intelligence Collaboration and International Oversight</td>
<td>214</td>
</tr>
<tr>
<td>Talking Truth to Power for the Intelligence Professional – Feeling the Fear and Doing It Anyway!</td>
<td>221</td>
</tr>
<tr>
<td>Legislating Against the Threat: The U.S. and Canadian Policy Elite Response to the Terrorist Threat</td>
<td>227</td>
</tr>
<tr>
<td>Role of Neuro-Psychological Studies in Intelligence Education</td>
<td>256</td>
</tr>
<tr>
<td>The Method to our Madness: Learning by Doing in a Criminal Intelligence Course</td>
<td>267</td>
</tr>
<tr>
<td>A Board Game to Teach the Rudiments of Intelligence in an Airport Context</td>
<td>281</td>
</tr>
<tr>
<td>Improving the Quality of Analysis in Fusion Centers: Making the Most of the Nation’s Investment</td>
<td>309</td>
</tr>
<tr>
<td>The Portable Sensor System: Addressing the Recognition Gap in Modern Surveillance Systems</td>
<td>320</td>
</tr>
</tbody>
</table>
The British State and the Irish Rebellion of 1916: An Intelligence Failure Or a Failure of Response? ................................................................. 328

Bearing Silent Witness: A Grandfather’s Secret Attestation to German War Crimes in Occupied France ............................................................................. 358

Is Iran an Offensives Realist or a Defensive Realist? A Theoretical Reflection on Iranian Motives for Creating Instability .............................................................. 382

Financial Intelligence: Uses and Teaching Methods (Innovative Approaches from Subject Matter Experts) ............................................................................. 393

Innovation in the Classroom: The JMU Experience...So Far ................................................................. 401

Risky Business: The Long Term Impacts of the Obama Administration’s Pacific Pivot ............................................................................................................. 407