Course Objectives

This course is an introduction to the collection, analysis, and dissemination of intelligence and its use in the formulation and execution of U.S. national security policy. Students who successfully complete the course will thoroughly understand:

- Basic intelligence terminology, concepts, and techniques.
- The origin and evolution of the Intelligence Community and post-9/11 reorganizations and reforms.
- The relationship between intelligence producers and policymakers, including the dangers of politicization.
- Covert action as an instrument of U.S. foreign policy.
- Issues concerning the role of intelligence in counterterrorism and recent controversies about electronic surveillance and privacy.
- Independent oversight of intelligence services in a democratic society; ethical dilemmas inherent in the conduct of intelligence activities, including the interrogation of terrorist detainees; and the tension between the need for secrecy in intelligence work and “the public’s right to know.”

Applying the knowledge they will gain in the course, students will be able to:

- Formulate intelligence collection requirements and deploy appropriate collection methods against relevant targets.
- Analyze available information and produce a finished intelligence report.
• Recognize indicators of counterintelligence vulnerability.

• Construct a proposal for covert action and draft a presidential decision memorandum.

• Identify and explain inaccuracies and distortions in news media and fictional accounts of intelligence activities.

INR-3336 is a three credit course that can be applied toward an International Relations cognate in Interdisciplinary Social Sciences or a minor in International Relations.

Prerequisites and Expectations

There are no specific prerequisites for this course, but students are expected to have a basic understanding of the U.S. Constitution, the structure of the federal government, and world history since the end of the Second World War.

Requirements

The course is interactive. Attendance, preparation, and participation in class discussions will count for 25 percent of students’ grades. Students who expect to miss a class should notify the instructor in advance.

A series of relatively short written products will collectively count for 50 percent of students’ grades. As the semester progresses, students will submit: (1) a set of intelligence collection requirements; (2) a plan for deploying collection assets against requirements; (3) a finished intelligence report on a country, region, or issue; and (4) a presidential decision memorandum for a proposed covert action. Students will also present oral briefings on their covert action proposals. Detailed instructions for these requirements will be provided; due dates are noted in the schedule. Assignments not handed in on time may be submitted electronically by midnight on the due date without penalty, but assignments submitted after that will be penalized a half grade every 24 hours.

Three short quizzes (20 questions each) and a final exam (40 questions) will count for the remaining 25 percent of students’ grades. The quiz/final exam portion of the grade will depend on the number of correct answers to the total of 100 questions. Students should avoid being absent from class when a quiz is scheduled; arrangements for taking a missed quiz may be made with the instructor on a case-by-case basis, but this practice is strongly discouraged. A plus/minus grading system will be used to calculate final grades.
The Instructor

The instructor’s academic background includes a Master's degree in International Relations from the University of Southern California and a Law degree from Georgetown University. He was Chief Counsel to the Senate Select Committee on Intelligence and held several senior positions at the Central Intelligence Agency and the National Reconnaissance Office, principally in the offices of General Counsel, Congressional Affairs, and Inspector General. He retired in 2003.

From 1999-2001 the instructor was the CIA’s “Officer-in-Residence” at Georgetown University, where he developed and taught a course similar to this one as well as a graduate-level seminar on covert action. He began teaching at USF in August 2004.

Communications

The instructor encourages students to contact him to discuss issues related to the course or related matters such as career opportunities in the Intelligence Community. As a member of the adjunct faculty the instructor does not have an office or formal office hours on campus, but he usually can be found in the adjunct faculty workroom (C-264) before or after class. Otherwise, the best way to reach him is email to chasegarsan@comcast.net or gchase@sar.usf.edu. The instructor encourages student feedback about the course, with or without attribution. Comments or other messages may be left in the instructor’s mail folder in C-264.

Every newly enrolled USF student receives an official USF email account. Students receive official USF correspondence and Canvas course information via that address. Students should ensure that they continue to have a valid email address in the Canvas system, and that they check USF email regularly to ensure receipt of communications from the instructor. Students should also check the course site on Canvas regularly for announcements and readings. Information on how to use Canvas is available at http://usfsm.edu/informationcommons/faculty-resources/. The USF Tampa IT Helpdesk provides 24-hour support for Canvas. Call 813-974-1222 or email help@usf.edu if you need assistance.

Course Materials

Students should obtain a copy of Intelligence: From Secrets to Policy by Mark Lowenthal (6th edition, CQ Press, 2015). The University Bookstore should have copies available, and the book also can be found at barnesandnoble.com or cqpress.com.

Additional readings will be available on the internet, posted on Canvas, or distributed by the instructor. Congressional Research Service reports are available on the website of the Federation of American Scientists: www.fas.org/sgp CRS.
There are many interesting and informative websites relevant to this course. Students should become familiar with www.odni.gov and www.cia.gov. Numerous additional sites are listed beginning on page 502 of the Lowenthal book.

Other Issues

Recording devices are not permitted at class sessions unless the device is part of an authorized disability accommodation. Students may bring laptop computers to class. However, using computers, smart phones, or similar communications devices in class for matters unrelated to class activities indicates a lack of respect for the instructor and classmates; students should conduct themselves accordingly.

Significant dates for the spring 2015 semester appear below.

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The next two pages contain important information on USF Sarasota-Manatee policies and procedures. Please note that USFSM is a smoke and tobacco free campus and that this policy includes electronic cigarettes.
USF Sarasota-Manatee Policies and Procedures

Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 941-359-4714; disabilityservices@sar.usf.edu; http://usfsm.edu/disability-services/.

Academic Dishonesty
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF System Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Academic Disruption
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog and the USF System Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Contingency Plans
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at (800) 992-4231 is updated with pre-recorded information during an emergency. Also see the Campus Police website for relevant information.

Emergency Preparedness
It is strongly recommended that students become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. It is the student’s responsibility to check USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.
**Sexual Misconduct/Sexual Harassment Reporting**: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. The counseling and Wellness Center is a confidential resource where students can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help students without their having to report the situation to the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO) unless they wish. Please be aware that professors, administrators, or other staff must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If students disclose any of these situations to instructors in person, in class, or in papers instructors are required to report the situation to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement, and Success, 941-359-4330; Marybeth@sar.usf.edu. Related points of contact include:

Counseling and Wellness Center, 941-487-4254  
Victim Advocate (24/7), 941-504-8599  
Hope of Manatee, 941-755-6805  
Safe Place & Rape Crisis Center (SPARCC) of Sarasota, 941-365-1976
SESSION 1 – JANUARY 7

Introduction and Overview

- Administrative matters.
- Instructor/student expectations and commitments.
- Procedures, readings, requirements, etc.

Lessons from the Past

- Two Biblical spy missions.
- Enduring aspects of human nature.

Readings

- Sun Tzu, *The Art of War*: Chapter XIII, "The Use of Spies."
SESSION 2 – JANUARY 14

**Intelligence Fundamentals**

- Intelligence as organization, activity, and information.
- Basic characteristics of human and technical collection, analysis, and counterintelligence.
- Secrecy and the difference between **clandestine** and **covert**.
- Distinguishing covert **collection** from covert **action**.

**Readings**

- Lowenthal, Chapters 1 & 4.
- Excerpts from Christopher Felix, *A Short Course in the Secret War*.

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**American Intelligence**

- From the Revolution to World War I.
- Pearl Harbor, World War II, and the onset of the Cold War.
- Origin and early evolution of the CIA and the Intelligence Community.

**Readings**


**Optional Additional Reading**

SESSION 3 – JANUARY 21

The Intelligence Community to December 2004

- The concepts of responsibility, authority, resources, and accountability.
- Responsibilities and authorities of the former Director of Central Intelligence.
- Funding for intelligence activities.

Readings


Failure and Reform

- 9/11, the 9/11 Commission, and the Intelligence Reform Act of 2004.
- Are reforms always solutions?

Readings

- Final Report of the National Commission on Terrorist Attacks Upon the United States, July 2004, Executive Summary.
- Statement of the Director of the Central Intelligence Agency concerning release of the declassified Executive Summary of the CIA Inspector General’s June 2005 report on CIA accountability with respect to the 9/11 attacks, August 21, 2007. Excerpt from the Executive Summary.

COLLECTION REQUIREMENTS MEMORANDUM DUE. PLEASE BRING THREE COPIES OF THIS ASSIGNMENT WITH YOU.
SESSION 4 – JANUARY 28

**Collection**

- Overt Sources.
- Technical Collection: techniques and platforms.
- Espionage.

**Readings**

- Lowenthal, Chapter 5.

**QUIZ #1**
SESSION 5 – FEBRUARY 4

Analysis and Support to the Policymaking Process

- Problems in analytical thinking.
- The intelligence-policy relationship.

Readings

- Lowenthal, Chapters 6 & 9.
- R.J. Heuer, Jr., Psychology of Intelligence Analysis, Central Intelligence Agency, Center for the Study of Intelligence, 1999. Chapters 1, 2, 6, & 8.

The Role of the Legislative Branch

- Congress as a consumer of intelligence.
- The pitfalls of politicization.

Readings

- Congressional Research Service, Congress as a Consumer of Intelligence Information, January 2010.*
- Guarding against Politicization, address by Director of Central Intelligence Robert M. Gates to CIA employees, March 16, 1992.

*Look under “Intelligence” on the Federation of American Scientists website (www.fas.org/sgp/crs).
SESSION 6 – FEBRUARY 11

_Counterintelligence_

- Principles and practices.
- Dangles, defectors, and double agents.
- James Angleton and the hunt for moles at the CIA.
- Howard and Yurchenko.

**Readings**

- Lowenthal, Chapter 7.

**Optional Additional Reading**


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_Soviet Agents Inside the CIA and FBI_

- The Ames and Hanssen cases.
- Motives for betrayal.
- Exercise: the “Manuel Ortega” case.

**Optional Additional Readings**

- Office of the Inspector General, Department of Justice, _A Review of the FBI’s Performance in Deterring, Detecting, and Investigating the Espionage Activities of Robert Philip Hanssen_, August 2003.*

*Available from the instructor.

**COLLECTION PLAN DUE**
OPTIONAL ACTIVITY-TIME AND PLACE TO BE DETERMINED

Cold War Counterintelligence Film Festival

If there is sufficient interest we will view and discuss one of the following:

*The Spy Who Came in from the Cold* (1965); John Le Carre’s fictional tale of British counterespionage during the height of the Cold War, starring Richard Burton as Alec Leamas.

*Tinker Tailor Soldier Spy* (2011); The most recent film adaptation of another classic Le Carre counterespionage story, starring Gary Oldman as British intelligence officer and mole hunter George Smiley.

*Master Spy-The Robert Hanssen Story* (2003); Based on real events involving a Soviet agent in the Federal Bureau of Investigation, starring William Hurt as Robert Hanssen.

*The Falcon and the Snowman* (1985); Based on the Boyce-Lee espionage case of the 1970s, this film features Timothy Hutton and Sean Penn in the title roles.
SESSION 7 – FEBRUARY 18

Covert Action

- Distinguishing covert action from collection, counterintelligence, diplomacy, support to law enforcement, and traditional military activities.
- Elements of covert action: propaganda, agents of influence, political and economic action, support to liaison services, and paramilitary and counterterrorist programs.

Readings

- Lowenthal, Chapter 8.
- National Security Act of 1947, Sections 104A(d)(4), 503(e), and 503(f).

Covert Action Programs from the Cold War to the War on Terrorism

- Cold War paramilitary efforts behind the Iron Curtain; political action in Western Europe; the intellectual and cultural battle; covert action in the third world; the final phase of the Cold War.
- Covert action in the 21st century.
- Defining success and failure.
SESSION 8 – FEBRUARY 25

Intelligence in a Democratic Society – Oversight and Accountability-I

- The War in Vietnam and revelations about questionable intelligence activities.
- Watergate and initial congressional efforts to restrict covert action and enhance external oversight.
- The Hughes-Ryan Amendment, the Church and Pike Committees, the SSCI and HPSCI, and the Intelligence Oversight Act of 1980.

Readings

- CIA press statements: “CIA Releases Two Collections of Historical Documents,” (June 26, 2007), and “CIA’s Chief Historian Gives Perspective on Newly Released Documents.” (June 29, 2007).

QUIZ #2
SESSION 9 – MARCH 11

Intelligence in a Democratic Society – Oversight and Accountability-II

- Covert Action in Central America and the impact of Iran-Contra.
- Congress moves to tighten notification requirements.
- The FY 1991 Intelligence Authorization Act, subsequent amendments, and oversight today.

Readings

- Lowenthal, Chapter 10.
- National Security Act of 1947 (as amended), Title V, Sections 501-503.
SESSION 10 – MARCH 18

*Intelligence, Law Enforcement, Electronic Surveillance, and “Domestic Spying”–I*

- The Fourth Amendment.
- Law enforcement and national security wiretaps.
- The Foreign Intelligence Surveillance Act and inherent presidential authority.
- Law enforcement search warrants and FISA surveillance orders.

**Readings**


**FINISHED INTELLIGENCE REPORT DUE**
SESSION 11 – MARCH 25

**Intelligence, Law Enforcement, Electronic Surveillance, and “Domestic Spying”—II**

- 9/11, the PATRIOT Act, and the Foreign Intelligence Surveillance Court of Review.
- Breaching the “wall” between intelligence and law enforcement.
- Reorganization in the FBI.
- The Terrorist Surveillance Program.
- Metadata collection and analysis: should NSA activities be curtailed?

**Readings**

- Department of Justice, *Legal Authorities Supporting the Activities of the National Security Agency Described by the President*, January 2006, Summary (pp. 1-3).

*whitehouse.gov; briefing room; statements & releases*
SESSION 12 – APRIL 1

Ethical and Moral Issues

- Standards of personal and national conduct.
- The use of "dirty assets."
- Interrogation of detainees in the war on terrorism; “enhanced techniques” and “torture.”
- The ban on assassination and the use of predator drones.

Readings

- Lowenthal, Chapter 13.
- Press articles on CIA guidelines for asset recruitment.
- Senate Select Committee on Intelligence report on S. 2996, the Intelligence Authorization Act for Fiscal Year 2009 (S. Rpt. 110-333, May 8, 2008); section 321, Limitation on Interrogation Techniques, and minority views of Vice Chairman Bond and Senators Warner, Chambliss, Hatch, and Burr.
- Executive Order 13491, January 22, 2009, Ensuring Lawful Interrogations.
- *Remarks by CIA Director John Brennan in response to the SSCI study on the CIA’s detention and interrogation program.
- Excerpt from a speech by Attorney General Eric Holder at Northwestern University Law School, March 2012.

*cia.gov; news & information; speeches & testimony

QUIZ #3
SESSION 13 – APRIL 8

Secrecy and Openness

- Protection of intelligence sources and methods.
- The public’s “right to know.”
- Classification and declassification.
- Dealing with unauthorized disclosures.

Readings


* Blind Critique of Ideas for the Covert Action Assignment *
SESSION 14 – APRIL 15

Constant Mission/Evolving Focus

- The end of the Cold War.
- Terrorism, Weapons of Mass Destruction, and other 21st Century challenges.
- The use and misuse of intelligence.

Readings

- Lowenthal, Chapters 11 & 12.
SESSION 15 – APRIL 22

Presentation and Discussion of Covert Action Proposals

Semester Review

COVERT ACTION DECISION MEMORANDUM DUE
SESSION 16 – APRIL 29

Final Examination and
Explanation of Examination Answers