

TROY UNIVERSITY PACIFIC REGION
COURSE SYLLABUS
IR-6661 U.S. Intelligence in International Relations
Term 4, 2018-2019 [18 March — 19 May 2019]
Weekend/Web-Enhanced at Misawa Air Base, Japan
Weekends 1/4; 23-24 March and 13-14 April 2019

INSTRUCTOR/PROFESSOR: Daniel Pinkston
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MEETING LOCATION, DATES & TIMES: Classes will meet on two weekends [23-24 March and 13-14 April] from 0900 to 1800, in the Education Center at Misawa Air Base. This course includes a “web-enhanced” portion, which is explained below.

OFFICE HOURS: By appointment.

CATALOG COURSE DESCRIPTION: An examination of the purposes, structure, development, and operations of state intelligence programs, with a particular focus on the U.S. intelligence community.

OVERALL OBJECTIVES/ PURPOSE: Upon completion of the course, students should have an understanding of the components of state intelligence, to include collection, analysis, dissemination, counterintelligence, and covert operations, as well as the organization and authorities of the U.S. intelligence community. Students should be able to discuss the role intelligence plays in state policymaking. Students should be able to explain common analytic methodologies and to execute basic analysis of competing hypotheses. Students should be conversant with the limitations of intelligence and factors that can result in the politicization of intelligence as well as intelligence failures, including cultural, cognitive, and affective biases. Students should understand how modern technology influences intelligence, and they should be able to consider future developments in this realm.

TEXTBOOKS:

Uri Bar-Joseph and Rose McDermott, *Intelligence Success and Failure: The Human Factor*, 1st Edition (Oxford University Press, 2017), ISBN: 9780199341740.

Michael V. Hayden, *Playing to the Edge: American Intelligence in the Age of Terror* (Penguin Books, 2017), ISBN: 9780143109983.

Richards J. Heuer, Jr., *Psychology of Intelligence Analysis*, CIA Center for the Study of Intelligence, 1999. Available at <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf>.

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, 7th Edition (Los Angeles: SAGE/CQ Press, 2017), ISBN 9781506342566.

RECOMMENDED/SUGGESTED:

Robert Jervis, *Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War* (Ithaca: Cornell University Press, 2010). ISBN 9780801478062.

SUPPLEMENTAL READINGS: Additional readings for the course, including book chapters, journal articles, and other materials will be available in pdf file format through Office 365 or through the Troy electronic library. Students will need to download the files and read the materials before class meetings. If you have any problems downloading the materials please email me at dapinkston@troy.edu.

PREREQUISITES: None

GRADING AND ASSIGNMENTS:

Web-enhanced Canvas introduction and discussions 15%
Participation in class discussions 20%
Web-enhanced assignment 20%
Final paper 45%

METHODS OF INSTRUCTION: Lectures, class discussion/questions/small groups, student research papers, student presentations.

CANVAS: The Troy University MSIR program uses the Canvas educational technology system for its courses. You will need to access Canvas to obtain some of the course reading materials. Departmental policy mandates use of discussion boards in Canvas. Accordingly, a series of questions will be posted in Canvas. Students must read all discussion boards and must respond to the discussion questions over the course of the term. Discussion posts will account for 10% of the course grade.

WEB-ENHANCED PORTION: This course combines instructions inside and outside of the classroom. Troy requires 45 hours of instruction for a three-unit course. We will meet for a total of 32 hours in the classroom, so 13 hours must be covered outside of class. Troy requires that at least 51 percent, but not more than 80 percent of contact hours be in the classroom. Our in-class portion will total 71 percent of the course requirement. Troy regulations stipulate that the out-of-classroom portion may be Canvas, CD/DVD, memory stick, reading/study/writing, and other methods, or a combination thereof.

The W-E portion in this course will be a book review of Michael V. Hayden, *Playing to the Edge: American Intelligence in the Age of Terror*. The assignment will be due no later than 1 May 2019.

FINAL EXAM/PAPER: Department policy stipulates that every web-enhanced course must have a final exam and/or final a final paper no earlier than week 9 of a 9-week term. The final assignment will be a final paper due during the ninth week of the course (13-19 May).

FINAL PAPER: The final will be one of the possible formats: a policy recommendation paper, a research paper, or a research design and proposal using the Cultural Topography Analytic Framework (CTAF). The range of paper topics is very broad, from historical case

studies, comparative case studies, recommendations for policy or institutional design, or a CTAF perspective and proposal. Since the range of topics is broad, please consult with the instructor to receive approval for your paper topics. This is not meant to discourage anyone; I am quite flexible. However, it is better to communicate your ideas or intentions to make sure you're on the right track before spending time and effort on an inappropriate topic. The paper should be about 5,000-8,000 words and double-spaced. Please use Chicago-style footnotes with a bibliography. The deadline for submission through Canvas is 18 May 2019.

STUDENT-INSTRUCTOR INTERACTION/COMMUNICATION: I do not have regular office hours but meetings are available before or after class on Misawa Air Base. My office is at home. We can schedule a time to meet before or after class, or some other mutually convenient time. I will respond to your e-mails as quickly as I can, but if it is extremely urgent, or if you need to discuss something that cannot be addressed through e-mail, you can reach me by telephone. I am available by appointment for discussions by telephone or skype and whatsapp as well.

TROY UNIVERSITY DEADLINES: Students can find the Troy Online calendar at <https://my.troy.edu/online/academic-calendar.html>, which lists key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. The deadline to drop Term 4 classes is April 26, 2019.

CLASS SCHEDULE: This schedule is subject to adjustment, and the instructor reserves the right to change the reading assignments if necessary. This is unlikely, but any changes will be made with sufficient time for students to complete the readings and assignments.

23 March (Saturday)

Course introduction, strategic interaction, decision-making & imperfect information, principal-agent models, evolution of U.S Intelligence Community (IC), the intelligence process

Readings: Lowenthal, chapters 1-5

- Sherman Kent, "The Need for an Intelligence Literature," *Studies in Intelligence*, September 1955, <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/sherman-kent-and-the-board-of-national-estimates-collected-essays/2need.html>.
- Richard K. Betts, "Analysis, War, and Decision: Why Intelligence Failures Are Inevitable," *World Politics*, Vol. 31, No. 1, October 1978, pp. 61-89.
- Aspin-Brown Commission, Appendix A: The Evolution of the U.S. Intelligence Community – A Historical Perspective (1996), <https://lawfare.s3-us-west-2.amazonaws.com/staging/s3fs-public/uploads/2011/08/Aspin-Brown-Report-on-the-Intelligence-Community-1996.pdf>.
- Arthur S. Hulnick, "What's Wrong with the Intelligence Cycle," *Intelligence and National Security*, Vol. 21, No. 6, December 2006, pp. 959 – 979.

24 March (Sunday)

Intelligence analysis, intelligence failure

Readings: Lowenthal, chapter 6; Huer

- William E. Odom, “Intelligence Analysis,” *Intelligence and National Security*, Vol. 23, No. 3, June 2008, pp. 316–332.
- Uri Bar-Joseph and Jack S. Levy, “Conscious Action and Intelligence Failure,” *Political Science Quarterly*; Vol. 124, No. 3, Fall 2009, pp. 461-488.
- Jeffrey R. Cooper, “Curing Analytic Pathologies: Pathways to Improved Intelligence Analysis,” Center for the Study of Intelligence, December 2005, https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/curing-analytic-pathologies-pathways-to-improved-intelligence-analysis-1/analytic_pathologies_report.pdf.
- IC Directive 203, “Analytic Standards,” (2 January 2015) <https://www.dni.gov/files/documents/ICD/ICD%20203%20Analytic%20Standards.pdf>.
- U.S. Government, “A Tradecraft Primer: Structural Analytical Techniques for Improving Intelligence Analysis,” March 2009, <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/Tradecraft%20Primer-apr09.pdf>.
- Jack Davis, “Why Bad Things Happen to Good Analysts,” *Studies in Intelligence*, Vol. 60, No. 3, September 2016, pp. 13-24, <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol-60-no-3/pdfs/davis-why-bad-things-happen-to-good-analysts.pdf>.

13 April (Saturday)

Intelligence analysis and intelligence failure (continued), counterintelligence & covert action

Readings: Bar-Joseph and McDermott; Lowenthal chapters 7-8

- Robert Jervis, “Reports, Politics, and Intelligence Failures: The Case of Iraq,” *The Journal of Strategic Studies*, Vol. 29, No. 1, pp. 3-52, February 2006.
- John Ehrman, “What are We Talking about When We Talk about Counterintelligence?” *Studies in Intelligence*, Vol. 53, No. 2, June 2009, <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol53no2/pdfs/U-%20Ehrman-Theory%20of%20CI.pdf>.
- Marshall Curtis Erwin, “Covert Action: Legislative Background and Possible Policy Questions,” Congressional Research Service Report, 10 April 2013, <https://fas.org/sgp/crs/intel/RL33715.pdf>.
- “Assessing Russian Activities and Intentions in Recent Elections,” Intelligence Community Assessment, 6 January 2017, https://www.dni.gov/files/documents/ICA_2017_01.pdf.

14 April (Sunday)

IC relations with other parts of government (authorities, oversight, and politicization), IC relations with foreign government and foreign actors, Cultural Topography Analytic Framework (CTAF), intelligence agenda, ethics, course review

Readings: Lowenthal chapters 9-15

- Robert M. Gates, “Guarding Against Politicization,” *Studies in Intelligence*, Vol. 36,

No. 5, 1992, pp. 5-13.

- Executive Order 12333, <https://fas.org/irp/offdocs/eo/eo-12333-2008.pdf>.
- Robert D. Blackwill and Jack Davis, "A Policymaker's Perspective on Intelligence Analysis," *Studies in Intelligence*, Vol. 38, No. 5, 1995, pp. 7-15, <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/95unclass/Davis.html#rft2>.
- Martin Petersen, "What I Learned in 40 Years of Doing Intelligence for US Foreign Policymakers," *Studies in Intelligence*, Vol. 55, No.1, 2011, pp. 13-20, <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol.-55-no.-1/what-i-learned-in-40-years-of-doing-intelligence-analysis-for-us-foreign-policymakers.html>.
- Amy B. Zegart, "The Domestic Politics of Irrational Intelligence Oversight," *Political Science Quarterly*, Vol. 126, No. 1, 2011, pp. 1-25.
- Jeannie L. Johnson and Matthew T. Berrett, "Cultural Topography: A New Research Tool for Intelligence Analysis," *Studies in Intelligence*, Vol. 55, No. 2, June 2011, pp. 1-22.

ATTENDANCE POLICY: Attendance is mandatory. By university policy, the Troy coordinator must be notified if students miss more than 25% of classes.

INCOMPLETE GRADE POLICY: If a student requests an "INC", he or she must submit to the instructor a signed *Petition for and Work to Remove an Incomplete Grade* form indicating the compelling reason for the "INC". The instructor approving the request will document the required work and the deadline for completion. When the student completes the required work, the instructor will submit a *Change of Grade* form. In cases where a student fails to make up "INC" course work by the end of the next term in which they enroll, the "INC" will automatically be recorded as an "F" grade on the student's record.

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AMERICANS WITH DISABILITIES ACT (ADA): Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <https://my.troy.edu/student-disability-services/>

MOBILE PHONE AND OTHER ELECTRONIC DEVICE STATEMENT: Use of any electronic device (mobile phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Mobile phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University.

Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (see *The Oracle* for details on Standards of Conduct and academic integrity: https://my.troy.edu/oracle/assets/documents/2018-2019_Oracle.pdf). In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The use of laptop computers in the classroom for this course is permitted.

STANDARDS OF CONDUCT: By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses as described in the Graduate Bulletin. For details on University Standards of Conduct and academic integrity, see *The Oracle*: https://my.troy.edu/oracle/assets/documents/2018-2019_Oracle.pdf. As a reminder to graduate students, the Standards of Conduct regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

a) Copying, or relying upon, another student’s answers or submitting another student’s work as one’s own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take-home examinations.

b) Providing one’s own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.

c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities to detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software.

LIBRARY SUPPORT:

Students can access online information resources through Troy University web site at <http://my.troy.edu> or the Troy Library Services home page at <https://my.troy.edu/libraries/>. These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis.