

IR6600: Selected Topics in IR: Intelligence

Term 4, 2017-2018: March 19 – May 20, 2018 3 Credit Hours

Location: Kadena Air Base Education Center, Okinawa

Meeting Times and Dates: April 7-8, May 12-13, 0900-1800

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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.

Course Objectives

Upon completion of the course, students should have a thorough understanding of the components of state intelligence, to include collection, analysis, 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 intelligence failures, including cultural, cognitive, and affective biases. Students should understand how modern technology influences intelligence and be able to consider future developments in this realm.

Required Texts

- Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, 7th ed. (Los Angeles: SAGE/CQ Press, 2017), ISBN 9781506342566
- Robert Jervis, *Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War* (Ithaca: Cornell University Press, 2010). ISBN 9780801478062
- 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>

Additional assigned readings will be available through TROY library databases or the Internet.

Nature of Graduate Work

“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student’s field of interest. Finally, every graduate program must give students the opportunity to demonstrate research

skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2017-18 Troy University Graduate Catalog, p. 4).

Course Requirements

Students are expected to keep up with the readings and to participate in class discussion. Students should obtain a TROY e-mail account and check it regularly as this will be the means of providing notice of assignment changes, class cancellations, or other matters outside of class.

A. Exams

There will be a single exam (Final Exam) in this course. The Final Exam will be a take home exam worth 40% of the course grade. The exam will include material covered in the readings and material discussed in class. The exam will consist of essay questions. Students should be prepared to discuss theory, cite relevant thinkers/authors/analysts, and offer independent analysis of the primary issues involved in the study of intelligence. The exam is due **in Canvas, May 19, 2018**. Late exams will not be accepted.

B. Review Essay

One critical review essay is assigned, constituting 20% of the course grade. The review essay is limited to no more than ten pages. The review essay should first evaluate the arguments in Jervis’s *Why Intelligence Fails*, then discuss how these lessons apply (or don’t apply) to the issue of U.S. systematic underestimation of North Korea’s nuclear and ballistic missile programs. Students who would prefer to avoid this topic due to familiarity with classified material should consult the instructor to find a suitable replacement topic. The final essay is due at the end of Week 5 **in Canvas, Apr. 22, 2018**. Late papers will result in lowering the paper grade by ten points for each day late.

C. Analytical Paper

There will be a single paper that will account for 20% of the course grade. Each student will take a different topic and perform an Analysis of Competing Hypotheses. Detailed paper instructions are appended at the end of the syllabus. Students will make presentations of their papers in class on **May 13**. Final copies of the papers will be due **in Canvas, May 15, 2018**. Late papers will result in lowering the paper grade by ten points for each day late.

D. Quizzes

A series of short quizzes accounting for 10% of the course grade will be posted on Canvas. These will include an introductory syllabus quiz, with the remainder comprising weekly reading quizzes. The quizzes, other than the syllabus quiz, will have 5-minute time limits. Students should check Canvas on a weekly basis to determine when quizzes are due.

E. Discussion Boards & Participation

Departmental policy mandates use of discussion boards in Canvas in web-enhanced courses. Accordingly, a series of questions will be posted in Canvas. Students must read all discussion boards and must respond to at least 3 different discussion questions over the course of the term. Some questions will require viewing of on-line videos first. Posts will account for 5% of the course grade. Participation in on-line and classroom exercises will account for 5% of the course

grade. These exercises will include a class-wide case study that will proceed throughout the nine weeks.

F. Attendance

Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. Per PACOM and Troy University instructions, the site coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with this policy.

Grading Policy

90 - 100 A	70 - 79 C	0 - 59 F
80 - 89 B	60 - 69 D	

Incomplete grades: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade. Student's progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student's completion of course requirements are beyond the student's control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at trojan.troy.edu/graduateschool/forms.html.

Web-Enhanced Classes

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hours, this course includes the following: discussion board posts and quizzes (2 hours), intelligence assessment project (4 hours +), and viewing instructor slides/lectures posted on Canvas (3 hours).

Troy University Deadlines

Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop classes in Term 4 is April 27, 2018.

Americans with Disabilities Act

Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link:

<http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>

Cell Phone and Other Electronic Devices

Use of any electronic device (cell 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. Cell 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 pp. 42-52 of the Oracle.) 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 instructor in this class has opted to permit use of tablets and/or laptops in class.

Academic Honesty

By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. It is the student’s responsibility to be familiar with these guidelines and to comply therewith.

Plagiarism is the use of another person’s words or ideas without proper attribution; whether intentional or not, representing another person’s words or ideas as one’s own constitutes plagiarism. Plagiarism is an ethical offense violating Troy’s Standards of Conduct and Troy’s Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

Library Resources

Students can access online information resources through Troy Library Services home page at <http://trojan.troy.edu/library> 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. Remote access is available via the student’s Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, is available at:

http://trojan.troy.edu/library/globalcampus/gc_librarian.html

Course Schedule

Week 1: Introduction to Intelligence Studies; Evolution of U.S Intelligence Community

- Lowenthal, Ch. 1-3
- 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>
- “The Role of Intelligence: Panel 1,” Heritage Foundation Conference, March 30, 2016. Video available at <https://www.lawfareblog.com/heritage-foundation-conference-role-intelligence-video> (Approximately 1:30 hours)

Week 2: The Intelligence Process

- Lowenthal, Ch. 4-5

Week 3: Intelligence Analysis: Part I

- Lowenthal, Ch. 6
- Heuer, Ch. 1-3, 9-14
- IC Directive 203, “Analytic Standards,” (Jan. 2, 2015) <https://www.dni.gov/files/documents/ICD/ICD%20203%20Analytic%20Standards.pdf>

Saturday, April 7

- *Introduction*
- *What is Intelligence*
- *USIC History*
- *The Intelligence Process*
- *Intelligence Analysis*

Sunday, April 8

- *Intelligence Analysis*
- *Counterintelligence*
- *Covert Action*
- *Scenarios*

Week 4: Intelligence Analysis: Part II

- Heuer, Ch. 4-8
- CIA, 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* 60, no. 3 (September 2016): 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>

Week 5: Competitive Intelligence & Efficiency

- Team B Report; Recommendations (posted in Canvas)
- **REVIEW ESSAY DUE in CANVAS, APRIL 22**

Week 6: Counterintelligence & Covert Action

- Lowenthal, Ch. 7-8
- John Ehrman, “What are We Talking about When We Talk about Counterintelligence?” *Studies in Intelligence* 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>
- “Covert Action: Legislative Background and Possible Policy Questions,” Congressional Research Service Report (April 10, 2013) <https://fas.org/sgp/crs/intel/RL33715.pdf>
- Trevor McCrisken, “Obama’s Drone War,” *Survival* 55, no. 2 (May-June 2013): 97-122. Available in Academic
- “Assessing Russian Activities and Intentions in Recent Elections,” *Intelligence Community Assessment* (Jan. 6, 2017), https://www.dni.gov/files/documents/ICA_2017_01.pdf

Week 7: Relations with Other Parts of Government (Authorities, Oversight, and Politicization)

- Lowenthal, Ch. 9-10
- 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* 38, no. 5 (1995): 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* 55, no.1 (2011): 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* 126, no. 1 (2011): 1-25. Available in Academic Search Complete.

Week 8: Intelligence Agenda

- Lowenthal, Ch. 11-12
- USIC Worldwide Threat Assessment , 2017 <https://www.intelligence.senate.gov/sites/default/files/documents/os-coats-051117.pdf>

Saturday, May 12

- Politicization
- Oversight
- Authorities
- Intelligence Agenda
- Student Presentations

Sunday, May 13

- Intelligence Agenda
- Case Studies / Scenarios
- Student Presentations

Week 9: Ethics; Final Exam

- Lowenthal, Ch. 13
- **ANALYTICAL PAPER Due in Canvas May 15**
- **FINAL EXAM Due in Canvas MAY 19**

Note: The above schedule, readings and procedures in this course are subject to change.

ANALYTICAL PAPER INSTRUCTIONS

General: Per the syllabus, students are required to research and write an analytical paper that will comprise 20% of the final course grade. Each student will take a different substantive issue, applying the Analysis of Competing Hypotheses model. Papers should discuss what types of indicators and warning should be sought and what biases might be at issue. Suggested topics include:

- Can Russian be deterred from interfering in U.S. elections?
- Is Iran likely to develop nuclear weapons?
- Will democracy take root in post-Castro Cuba?
- Is domestic unrest going to affect China in the next 5 year?
- Does Bitcoin present a danger to U.S. security?
- Is a contagious disease epidemic affecting the region going to emerge in SE Asia?

Students may choose their own topic; however, students must obtain written approval from the instructor. An e-mail from the instructor noting approval is sufficient; however, students should print out a copy of such so as to be able to verify approval. This e-mail should be appended to the final paper. Topics should be selected as early as possible in order to 1) ensure you get the topic you want, and 2) enable sufficient time for research.

The paper should first introduce the topic chosen, explaining the fundamentals thereof. It should next suggest at least six different hypotheses regarding the topic, followed by a narrowing of the hypotheses that explains the reasons behind why some are dismissed. The paper should then consider the available evidence, the assumptions you make, and the indicators and warnings for which we should look. Note the biases that might be at play and how to overcome them. Then discuss the utility of these various factors in helping you test hypotheses (diagnosticity). Be sure you then look for disconfirming evidence. Finally, report your conclusion.

Students should review academic literature to help inform their studies, but a formal literature review is not required in this paper. Students will make presentations of their papers in class on **Sunday, May 13**. Final copies of the papers will be due in Canvas on **May 15, 2018**. Late papers will result in lowering the paper grade by ten points for each day late. For the presentation, be sure to avoid merely reading your paper; rather, *present* your paper. You may use any graphic aids, video, PowerPoint, etc. as you deem useful in presenting. The length of the presentation will depend in part on the number of students in the class and the amount of time available. The instructor will announce time guidelines in advance of the presentation dates.

Format: The paper must be typed, double-spaced, in twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs. Use of headings and subheadings within the paper is highly recommended. Papers are anticipated to be approximately 12-15 pages in length, with a limit of no more than 15 pages, exclusive of title page, bibliography, and notes. Please note that quality is more important than volume. Hand-written papers are not acceptable.

Citation and Sources: You may use the citation system with which you are most familiar; however, if I am not familiar with the system you have chosen, you must provide me with a style

manual upon my request. Proper citation requires sufficient information for me to check your sources with ease. Internet sources may be used at your own risk. Common sense should help tell you which websites are acceptable and which are not for academic work. If in doubt, it is probably best to avoid that site. Of course, you may always ask me for an opinion as to suitability. Citation of internet sources requires more than simply listing the website. Include titles, authors, dates written, and dates accessed. Papers citing Wikipedia will be docked 5 points. Students should consult books, periodicals, newspapers, policy papers, and government documents as well as on-line sources to ensure proper breadth of research. A bibliography must be included with the paper.

Grading: Papers will be graded on demonstrated understanding, thoroughness, and integration of research into a coherent presentation. Poor spelling, grammar, punctuation or style will negatively affect the grade.

PLEASE PROOFREAD.