Fall 2012 Syllabus

INR 4364 The Intelligence Community

Dr. Paul Vasquez, Department of Political Science

Class: Tuesdays and Thursdays, 9:00- 10:15 A.M.; **credit hours:** 3
Classroom Building 1, Room 318

Instructor's office: 305B Howard Phillips (PH) Hall; **Phone:** (407) 823-3329
Office Hours: Tuesday & Thursday, 10:45-11:30 AM and 12:30-2:45 PM & by appointment
Email: paul.vasquez@ucf.edu

Course Description: To the extent that average American has thought about international relations and national security issues, there is probably a good chance that it has been with some regard to intelligence activities, since these kinds of matters are seemingly ubiquitous in American popular culture. In this class, we look beyond Hollywood's dashing heroes in tuxedos and their high-tech gizmos to try to understand the history, development and functions of the real U.S. intelligence community as well as the challenge that pose to a democratic form of government. We will also consider how the intelligence community in the U.S. has functioned in comparison with other national intelligence efforts across space and time. Prerequisite: INR 2002 or consent of the instructor.

Required materials: Required materials for this course include the following text book:

Loch K. Johnson and James J. Wirtz. 2008. *Intelligence and National Security: The Secret World of Spies*. 2nd Edition. New York: Oxford University Press.

Course goals: In terms of substance, this course is designed to give students a better understanding of: 1) the historical development, structure and functions of the U.S. intelligence community; and 2) the relevance of intelligence activities to the larger study of international relations and political science. With regards to skill development, students will have the opportunity to demonstrate their capacity 3) to use databases for research purposes and 4) to improve their writing ability.

Requirements: I will evaluate your performance in this class in accord with the table below.

A	B	C	D	E
Assignments	**% of Final Grade**	**Assignment average (add grades for each row & ÷ by the # of grades for this task)**	**Component Score = column B x column C**	**Due Date**
Quizzes	15			To be announced
Midterm Exam	25			Thursday, Oct. 4
Writing Improvement Exercise	5			Tuesday, Nov. 13
Term Paper w/ bibliography	20			Tuesday, Nov. 27
Final Exam	35			Tuesday, Dec. 11, 9:00-10:15 AM
Total	100%	**Add Column D to estimate final grade →**		

Assignments

Quizzes: Quizzes may cover any material from the lecture, readings or other material covered in the course. Some quizzes will be announced in advance and other evaluations will be pop quizzes. In addition to traditional, individually taken quizzes, some quizzes will be taken in teams of roughly five students that you will be assigned to early in the semester to allow for collaboration and discussion. These team quizzes will include questions with more than one correct answer for a question or questions, and you will be graded on your ability to identify all of the correct answers on those quizzes. On these team quizzes you will be aided by knowing the total number of correct answers for the assignment. The lowest quiz grade for each student will be dropped when calculating final course grades.

Midterm Exam and Final Exam: These will be multiple choice exams with each question having only one correct answer. However, only the final exam will be cumulative, as it will cover material covered on the midterm as well as the material covered after it. **Warning:** Do not assume that these exams will be easy simply because they will take the form of a multiple choice exam. You will need to bring a brown Scantron sheet for these exams.

Writing Improvement Exercise: After covering some issues regarding writing in class, you will review and correct a piece of very poor, error-filled writing.

Term Paper: For this assignment you will write a research paper (8-10 pages, double-spaced text with 12 point font, 1 inch margins) on some topic related to intelligence activities covered in this course. For a good example of acceptable topics, consult the terms that appear in all capital letters throughout the course schedule below. For these papers, you should incorporate a discussion of at least three other topics covered in the syllabus or at least approved by the instructor. Be sure to apply what you learn about bureaucratic actors and policymakers to broader issues related to international relations and political science to convey that you understand their relevance to more abstract concepts. Your paper should go well beyond merely what is covered in the course to incorporate insights or knowledge gained independent of the assigned course material and lectures.

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Exceptionally poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality.

Your bibliography should include at least 5 sources, which are either academic journal articles or books, which were not assigned course materials. Of course, you should also include any course materials used in your bibliography as well.

The short paper and the bibliographic assignment will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Application of concepts	35%
Clear and logical analysis	30%
Organization of paper	10%
Bibliography	5%
	100%

Grades scale for course assignments

The grading scale for this course is listed below. For more details on the evaluation criteria, see the specific tasks listed under Course Requirements.

Letter Grade	Points		
A	93 – 100 points	C	73 – 76 points
A-	90 – 92 points	C-	70 – 72 points
B+	87 – 89 points	D+	67 – 69 points
B	83 – 86 points	D	63 – 66 points
B-	80 – 82 points	D-	60 – 62 points
C+	77 – 79 points	F	59 and below

Late work/ Make-up Exams/Don't plan on extra credit: Unless otherwise specified, out-of-class assignments are due at the beginning of class on the dates listed below. Late assignments will be penalized 10% for each full calendar day they are late, up to as much as 30%, unless a

compelling and honest explanation is offered. Make-up exams may be given if they are missed for compelling, honest, unexpected, and sufficiently verifiable reasons. However, students making up exams must take them within the week unless health problems keep them from coming to campus. Students making up exams will not be given the same exam that was originally administered. Missed quizzes may be made up only if they are for an officially excused University function, but remember that your lowest quiz grade will be dropped at the end of the semester. While I reserve the right to offer extra credit to the entire class, I do not plan on doing so. Thus, you should direct your energies accordingly.

Important Advice: You should attend class each day to internalize lecture material and participate in other classroom activities as they come along. As you attempt to internalize the course content, you should come to class having read the material assigned for that day. You should be prepared to be quizzed over any course readings by the day for which that material is assigned. For example, you could be quizzed over the material for Chapter 3 on August 30th or any day afterwards. Take notes when you read and attend class lectures. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

Academic Support Services

Student Academic Resource Center (SARC) (Phillips Hall, Room 113/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

University Writing Center (UWC) (MOD 608/ (407) 823-2197): The Center is free for all UCF students. At the UWC, a writing consultant can work with you on anything you are writing, whether it is brainstorming or editing. While recommended, appointments are not required.

UCF Counseling Center (Building #27/ (407) 823-2811): Students experiencing formidable mental health challenges, including, but by no means limited to stress, anxiety, or depression, that are hindering their ability to be the best they can be should contact this office for help.

Students with Disabilities (Ferrell Commons, Room 132/ phone (407) 823-2371): Students with disabilities that need special accommodations regarding class attendance or assignments should have proof of their disability on file with Student Disability Services They should also inform the instructor of their within the first day of class or once they become aware of it, should such realization occur during the course of a semester.

Behavior

"To educate a man in mind and not in morals is to educate a menace to society." President Theodore Roosevelt.

Disruptions: If circumstances require you to arrive late for class, please do so in as discreet a manner as possible. Please try to limit distracting noises in class (for example, whispering, cell

phones, etc.) as much as possible. Such behavior bothers others who are paying good money to learn and it may be distracting to me as I attempt to do my job. Students should refrain from using laptops or other electrical devices in class.

Cheating: **Do not cheat** as this clearly violates the Golden Rule Student Handbook and violates several aspects of the UCF Creed. I strongly recommend that everyone take the UCF Online Information Literacy tutorial "Avoiding Plagarism" prior to beginning term paper so that you will be clear about my expectations of you. I will send out the link to this tutorial during the course of the semester. Unless otherwise specified by the instructor (such as on team quizzes), your work must be your own. Cheating can come in many forms, including plagiarism. Plagiarism is when writers use other people's words or ideas and do not give them credit. Use footnotes or endnotes to give credit for direct quotes, paraphrased quotes, or borrowed ideas. Feel free to discuss readings and ideas with fellow students, but if you use their ideas, please reference them accordingly. If you don't know what footnotes or endnotes are, please ask me. Do not quote or paraphrase without giving credit in footnotes or endnotes. Do not copy or use papers or sections of papers from the web or other sources. I assume that all students in this class could write a better term paper than the junk sold on the Internet and will not resort to such dubious sources for their assignments. In the event that I suspect a paper of being plagiarized, I will use Turnitin.com to help with that determination.

If I determine that there has been any instance of academic dishonesty in the course, I will inform you of my concern and report the violation to Office of Student Rights and Responsibilities. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: http://integrity.sdes.ucf.edu/zgrade .

Assignments on which cheating occurs will be penalized with an F (0 points) and the weight of that assignment when factored into the final grade will be increased two-fold. For example, cheating by plagiarizing a portion of the short writing assignment and bibliography would mean that the zero on the assignment would count for 40% of your final grade instead of just 20%.

Class Schedule

Tuesday, August 21	Welcome and Lecture
Thursday, August 23	Lecture: What We Think We Know: Intelligence Activities and Popular Culture

Tuesday, August 28 INTELLIGENCE IN THE UNITED STATES: AN INTRODUCTION

Introduction, pp. 1-4

Chapter 1. Phyllis Provost McNeil. The Evolution of the U.S. Intelligence Community: An Historical Overview, pp. 5-20

Thursday, August 30

Chapter 2. Len Scott and Peter Jackson. The Study of Intelligence in Theory and Practice, pp. 21-37.

Chapter 3. Loch K. Johnson. A Conversation with Richard Helms, a Director of Central Intelligence, pp. 38-48.

Tuesday, September 4 INTELLIGENCE COLLECTION

Introduction, pp. 49-55.

Chapter 4. Patrick R. Riley. CIA and Its Discontents, pp. 56-63.

Chapter 8. Richard L. Russell. CIA's Strategic Intelligence in Iraq, pp. 106-115.

Thursday, September 6

Chapter 5. John M. Diamond. Reexamining Problems and Prospects in U.S. Imagery Intelligence, pp. 64-75.

Chapter 6. William E. Burrows. Satellite Surveillance, pp. 76-87.

Chapter 7. Matthew M. Aid. The Time of Troubles: The U.S. National Security Agency in the Twenty-First Century, pp. 88-105.

Tuesday, September 11 INTELLIGENCE ANALYSIS

Introduction, pp. 116-121.

Chapter 9. Richard K. Betts. Analysis, War, and Decision: Why Intelligence Failures Are Inevitable, pp. 122-136.

Chapter 10. Robert D. Steele. Open Source Intelligence, pp. 137-152.

Chapter 11. Robert D. Blackwill and Jack Davis. A Policymaker's Perspective on Intelligence Analysis, pp. 153-159.

Thursday, September 13

Chapter 12. Shlomo Gazit Intelligence Estimates and the Decision-Maker, pp. 160-175.

Chapter 13. Ephraim Kahana. Early Warning vs. Concept: The Case of the Yom Kippur War 1973, pp. 176-188.

Tuesday, September 18 THE DANGER OF INTELLIGENCE POLITICIZATION

Introduction, pp. 189-192.

Chapter 14. Harry Howe Ransom. The Politicization of Intelligence, pp. 193-204.

Chapter 15. James J. Wirtz. Intelligence to Please? The Order of Battle Controversy during the Vietnam War, pp. 205-119.

Chapter 16. Glenn Hastedt. Public Intelligence, pp. 220-231.

Thursday, September 20 INTELLIGENCE AND THE POLICYMAKER

Introduction, pp. 232-236.

Chapter 17. Michael Hennan. Intelligence and National Action, pp. 237-246.

Tuesday, September 25

Chapter 18. Mark M. Lowenthal. Tribal Tongues: Intelligence Consumers, Intelligence Producers, pp. 247-254.

Chapter 19. Aspin-Brown Commission. The Need for Policy Guidance, pp. 255-269.

Thursday, September 27 Film: To be Announced

Tuesday, October 2 Film: To Be Announced

Thursday, October 4 **Midterm Exam**

Tuesday, October 9 COVERT ACTION

Introduction, pp. 260-266

Chapter 20. Kevin A. O'Brien. Interfering With Civil Society: CIA and KGB Covert Political Action during the Cold War, pp. 267-280.

Thursday, October 11

Chapter 21. Senator Frank Church. Covert Action: Swampland of American Foreign Policy, pp. 81-285

Chapter 22. James A. Barry. Covert Action Can Be Just, pp. 286-294.

Tuesday, October 16 Lecture

Thursday, October 18 Lecture

Tuesday, October 23 COUNTERINTELLIGENCE

Introduction, pp. 295-301.

Chapter 23. Stan A. Taylor and Daniel Snow. Cold War Spies: Why They Spied and How They Got Caught, pp. 302-311.

Chapter 24. Senate Select Committee on Intelligence. Treachery Inside the CIA, pp. 312-323.

Chapter 25. Frederick L. Weltering. Counterintelligence: The Broken Triad, pp. 324-340.

Thursday, October 25 ACCOUNTABILITY AND CIVIL LIBERTIES

Introduction, pp. 341-346.

Chapter 26. Gregory F. Treverton. Intelligence: Welcome to the American Government, pp. 347-365.

Tuesday. October 30

Chapter 27. Frederick P. Hitz. Unleashing the Rogue Elephant: September 11 and Letting the CIA Be the CIA, pp. 366-373.

Chapter 28. E. Drexel Godfrey, Jr. Ethics and Intelligence, pp. 374-383.

Thursday, November 1

Chapter 29. Frederic F. Manget. Another System of Oversight: Intelligence and the Rise of Judicial Intervention, pp. 384-390.

Chapter 30. Loch K. Johnson. Congressional Supervision of America's Secret Agencies: The Experience and Legacy of the Church Committee, pp. 391-403.

Chapter 31. Yale University School of Law Symposium. Warrantless Wiretaps, pp. 404-412.

Tuesday, November 6 INTELLIGENCE ACTIVITIES IN THE AFTERMATH OF THE 9/11 AND WMD INTELLIGENCE FAILURES

Introduction, pp. 413-416.

Chapter 32. Kean Commission. 9/11 Intelligence Failure, pp. 417-458.

Chapter 33. Silberman-Robb Commission. WMD Intelligence Failure, pp. 459-478.

Thursday, November 8

Chapter 34. Amy B. Zegart. Institutional Origins of the 9/11 Intelligence Failure, pp. 479-496.

Chapter 35. Loch K. Johnson. The 9/11 Attacks and Iraqi WMD Failures, pp. 497-506.

Tuesday, November 13 **Writing Improvement Exercise Due**

INTELLIGENCE IN OTHER LANDS

Introduction, pp. 506-509

Chapter 36. Robert W. Pringle. The Heritage and Future of the Russian Intelligence Community, pp. 510-515.

Thursday, November 15

Chapter 37. Thomas C. Bruneau. Controlling Intelligence in New Democracies, pp. 516-525.

Chapter 38. Butler Panel of Inquiry. The British Experience with Intelligence Failure, pp. 526-536.

Tuesday, November 20 Film and Lecture: To be Announced

Thursday, November 22	**Thanksgiving Holiday—Class will not meet**
Tuesday, November 27	**Term Paper w/ Bibliography Due** Film and Lecture: To be announced
Thursday, November 29	Last regular class day for this class
Tuesday, December 11	**Final Exam,** 9:00-10:15 AM