INR 6366 : The Intelligence Community

Department of Political Science
College of Arts and Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	Ted Reynolds	Term:	Spring 2016
Office:	PH 206B	Class Meeting Days:	Tuesday
Phone:	(407) 823-2608	Class Meeting Hours:	6-8:50pm
E-Mail:	teddy.reynolds@ucf.edu	Class Location:	BA2- 207
Office Hours:	Tuesday, 2:00-5:00pm or by appointment		

Description: This seminar examines the role of intelligence in the formulation of US national security policy by surveying intelligence organizations, relative strengths and weaknesses of collection disciplines, all-source analysis, intelligence support to war fighters and national policymakers, counterintelligence, and covert action. The seminar will emphasize intelligence from the practitioner's point of view. The course will focus on current issues in intelligence including the domestic collection of intelligence, the continuing evolution of post 9/11 reforms, and the intelligence lessons learned in Iraq and Afghanistan. A major theme throughout the seminar will be the challenges associated with reconciling civil liberties and individual freedom with the clandestine nature of collection, counterintelligence, and covert action.

Objectives: Upon completion of this seminar, students should be able to:

- think critically about the capabilities, roles, and Constitutional boundaries of the US Intelligence Community in a technologically evolving world;
- identify and analyze leading scholars in the field of US intelligence;
- discuss the functions of the US Intelligence Community in the formation and conduct of US public policy;
- critically examine the ethical issues of intelligence collection and covert action.

Required Texts and Materials

*Mark M. Lowenthal, Intelligence, from Secrets to Policy, 6th ed., CQ Press, 2014.
*Lock Johnson and James Wirtz, James (eds.), Intelligence: The Secret World of Spies: An Anthology. Oxford University Press, 2015.
*Robert Jervis, Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War. Cornell Studies in Security Affairs, 2011.
*James Olson, Fair Play: The Moral Dilemmas of Spying. Potomac Books, 2006.
*David Wise, Spy: The Inside Story of How the FBI's Robert Hanssen Betrayed America, Random House, Inc., 2003
*Roger George, Harvey Rishikof, Brent Scrowcroft (eds.), The National Security Enterprise: Navigating the Labyrinth. Georgetown University Press, 2010.
*Abram N. Shulsky and Gary J. Schmitt, Silent Warfare: Understanding the World of Intelligence. Potomac Books, 2002.
*Jennifer E. Sims and Burton Gerber, Transforming U.S. Intelligence. Georgetown University Press, 2005.
*Jeffrey T Richelson, The US Intelligence Community, Westview Press, 2015. (Paperback)

A list of additional required readings will be provided in class.

Basis for Final Grade

Assessment	Percent of Final Grade
Midterm Exam	20%
Seminar Paper	40%
Seminar Paper Presentation	10%
Final Exam	20%
Class participation	10%
	100%

Grading Scale (%)	
90-100	A
87 - 89	B +
80 - 86	B
77 - 79	C +
70 – 76	C
67 - 69	D +
60 – 66	D
0 - 59	F

Seminar Paper:
The seminar paper will be an individual scholarly work of 25 double-spaced pages. Diligently sourced, these papers will be due on March 29. By the fifth week of class (February 9) students must submit a one-page memorandum outlining the paper's central research topic, relevance of the subject to the class, proposed academic approach, and the envisioned primary substantive sources. Students may meet with the instructor in advance to help identify a suitable topic.

Presentations:
Students will make a ten-minute oral presentation of their seminar paper to the class, followed by a five-minute question and answer period. Presentations are scheduled for the weeks following the seminar paper's submission. Students are reminded this is a graduate seminar; demonstrated knowledge of the readings and active class participation will be significant grade determinants. Midterm and final exams will be essay exams.

In-Class Briefings:
Students will deliver short written and oral briefs at the beginning of class as scheduled. These oral briefings will be short assessments (five minutes) of current conditions in the country/area selected. These will be done on a rotating basis to assure everyone has an opportunity to provide at least two-three briefings during the term. Selection of countries/areas will be done during the second class meeting on January 19, 2016.

Grade Dissemination
Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

Late Work Policy:
There are no make-ups for any graded assessments. Seminar papers/exams turned in late will be assessed a penalty: a full letter grade per day late.

Grades of "Incomplete":
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Attendance Policy: Attendance is mandatory and unauthorized or unexcused absences will result in a reduction of the final grade.

Professionalism Policy:
Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned will be removed from the class and may suffer a reduction in their final class grade.

Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

University Writing Center:
The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Disability Access:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Schedule:

Date	Finish This Homework Before Class	Topics to be Discussed in Class
1/12	Lowenthal, chapter 1 Johnson and Wirtz, Introduction and chapter 1 Michael Warner, "Wanted: A Definition of Intelligence," Studies in Intelligence, volume 46, 2002, pp. 15-23. Shulsky and Schmitt, Silent Warfare: Understanding the World of Intelligence, pp 1-9, pp. 169-176.	Introduction; class expectations; defining "intelligence"
1/19	Lowenthal, chapters 2, 3, 11 Johnson and Wirtz, pp. 16-33	The evolution of US Intelligence
1/26	Lowenthal, pp. 102-110 Johnson and Wirtz, pp. 57-77 Shulsky and Schmitt, 11-22, 39-40 Olson, pp 1-31	Introduction to HUMINT
2/2	Johnson and Wirtz, chapter 8 Shulsky and Schmitt, 39-40 Olson, pp. 52-56, 72-81, and 93-100	Practical Challenges of HUMINT

2/9	Lowenthal, pp. 71-95 Johnson and Wirtz, chapter 6 ** *one-page memorandum proposal due* **	GEOINT and the National Geospatial Agency
2/16	Lowenthal, pp. 95-102 Johnson and Wirtz, chapter 32 Aid, chapter 16 and afterword	SIGINT and the National Security Agency
2/23	Jervis, all Lowenthal, chapter 6 Richelson, chapter 14 Treverton, chapter 6	Roles and Challenges of Analysis
3/1	**Midterm Exam**	**Midterm Exam**
3/8	**NO CLASS - SPRING BREAK**	
3/15	Handel, pp. 1-34 Richelson, chapters 3-5, 9 George and Rishikof, chapter 6 Flynn et al, "Fixing Intel: A Blueprint for Making Intelligence Relevant in Afghanistan"	Intelligence Support to Warfighters
3/22	Johnson and Wirtz, pp. 287-294; chapters 25, 27 Lowenthal, chapter 7 Sims and Gerber, chapter 2 Van Cleave, "Strategic Counterintelligence: What is it and What Should We Do About It?"	Introduction to Counterintelligence
3/29	**Seminar Papers are Due** Wise, all Johnson and Wirtz, chapter 24, 26 Sims and Gerber, chapters 1, 6, 10 George and Rishikof, chapter 9	Practical Challenges to Counterintelligence (Student presentations begin)

4/5	Lowenthal, chapter 8 Johnson and Wirtz, pp. 225-231; chapters 4, 22	Introduction to Covert Action (Student presentations continue)
4/12	Johnson and Wirtz, chapters 19, 20, 23 Treverton, chapter 8 Kibbe, "Rise of the Shadow Warriors," William Daugherty, "Approval and Review of Covert Action Programs since Reagan," International Journal of Intelligence and Counterintelligence 17, Spring 2004, pp. 62-80.	Covert Action and Intelligence Reform (Student presentations continue)
4/19	Lowenthal, chapters 13, 14 Johnson and Wirtz, chapters 14, 34 Treverton, chapter 9 Sims and Gerber, chapter 12	The Present and Future Management of the Intelligence Community (Student presentations conclude)
4/26	**NO CLASS – Study Day**	**NO CLASS – Study Day**
5/3	Final Exam at 7pm	Final Exam

**** Note: The Schedule and assignments are subject to revision***