Spring 2018 Syllabus

INR 4364 The Intelligence Community

Dr. Paul Vasquez, Department of Political Science

Class: Monday, Wednesday and Friday, 9:30 – 10:20 AM
Room: Psychology 105
Credit hours: 3
Instructor's office: 302R Howard Phillips (PH) Hall
Office Hours: Monday, Wednesday, and Friday 1:00-3:00 PM & by appointment
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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 Objectives: 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.

******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. 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.**

Course 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**
Class Participation	5			Daily
Quizzes & Information Literacy Tutorial	15			To be announced and Friday, March 9
Midterm Exam	30			Monday, Feb. 26
Course Paper	15			Friday, April 16
Final Exam	35			Friday, April 27 7:00-9:00 AM
Total	100%	**Add Column D to estimate final grade →**		

Very Important Note: Because Canvas' gradebook is incapable of doing the kind of sophisticated weighting scheme I am using, you **should not** rely on gradebook in Canvas for what it reports as your final course grade. Instead you should take the grades for particular assignments and plug them into the grade table on the previous page and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

Assignments

Class Participation: Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions.

Quizzes and Information Literacy Tutorial: Quizzes may cover any material from the lecture, readings or other assignments that are made during the course of the semester. 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 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. Before midnight on Friday, March 9, you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition" and the assessment included in it, which will be counted as a separate quiz. This tutorial, which can be found in Webcourses, should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. If you take the assessment associated with it twice, you will receive the average of your two scores. At the end of the semester, the lowest quiz grade for each student will be dropped when calculating final course grades.

Important Note: All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is ideally due by 11:59 on Friday, January 12th or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a delay in the disbursement of any financial aid (this is a new UCF policy and beyond my control). To do this task, go to the myUCF portal (https://my.ucf.edu) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password, then access the course by selecting it in the "Courses" dropdown menu at the top of the page. From the course homepage, click on the Assignments tab to left, then click on Syllabus quiz, complete the quiz and submit.

Midterm Exam and Final Exam: These will be multiple choice exams with each question having only one correct answer. The Final Exam will be cumulative. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester. Warning: Do not assume that these exams will be easy simply because they will take the form of a multiple choice exam. Students who arrive late to an exam will not be allowed to take that version of the exam if another student has already completed the exam and left the room. In such cases, a make-up exam will need to be taken with a 10 point penalty assessed.

Course paper: For this assignment you will write a research paper on some case or historical event related to intelligence activities covered in this course. For these papers, you should incorporate a discussion of at least three topics covered in the syllabus or at least approved by the instructor. For a good example of acceptable topics, consult the terms that appear in all capital letters throughout the course schedule below. 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.

Papers should be a) between 5 and 6 pages in length, b) at least 2,000 words in length, and c) use three academic sources such as academic journal articles or books other than the textbook (some combination of academic articles and books are fine, and you can certainly cite the textbook provided you have 3 other sources beyond it that you use). Include your references and title page as additional pages beyond the 5-6 pages of text. Papers should use 11-point font, double-

spacing and 1 inch margins. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

This assignment will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Political & historical discussion	10%
Application of 3 topics from class	40%
Proper documentation & citation	20%
Organization & structure	10%
	100%

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. Typically most students lose points on papers for me because of mechanical flaws in their writing (grammar, punctuation, unclearly worded sentences, etc.) so minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points. Hopefully, these standards will help you to develop sound writing skills that will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities. Also, students have a tendency to loose points for failing to use evidence to support their arguments by appropriately citing scholarly sources, so be sure to consult the section below on academic dishonesty for details on how to avoid plagiarism.

Missed Assignments/Make-Ups/No Extra Credit: Quizzes may not be made-up. However, I do drop each student's lowest quiz grade at the end of the semester. Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral or official UCF excuse. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 10 points "off-the-top" and 20 points for each full day that passes following the exam until the make-up is taken. Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not plan to offer extra credit for this course, so please insure that you direct your energies accordingly.

Grading Scale

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

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.

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.

Disability Statement: 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.

University Writing Center: The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. The main location is in Colbourn 105 with satellite locations in the Main Library, Rosen Library & Online. They can be reached at 407-823-2197 or http://uwc.cah.ucf.edu/.

Behavior

Disruptions: If circumstances require you to arrive late for class, please do so in as discreet a manner as possible. Please limit distractions in class 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. If your use of electronic devices, including laptops, becomes disruptive, you may be required to discontinue their use.

Academic Honesty

Do not cheat as this clearly violates the UCF Golden Rule Student Handbook and violates several aspects of the UCF Creed. You will take the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition") prior to submitting the course paper, so you will be clear about my expectations of you. Unless otherwise specified by the instructor, 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 use papers written for previous classes or large sections of such papers, as this constitutes self-plagiarism according to UCF policy. 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 an instance of unambiguous academic dishonesty in the course, I will inform you of my concern and report the violation to Office of Student Rights and Responsibilities. Particular assignments on which unambiguous cheating occurs will be penalized with an F (0 points).

Copyright: This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Important Dates:

Date	Event
Thursday, Jan. 11, 11:59 P.M.	Drop deadline
Friday, Jan. 12, 11:59 P.M.	Add deadline
Wednesday, March 21, 11:59 P.M.	Withdrawal deadline

Class Schedule

Monday, Jan.8 **Welcome and Lecture**

Wednesday, Jan. 10	**Lecture:** What We Think We Know: Intelligence Activities and Popular Culture
Friday, Jan. 12	**Lecture:** 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
Monday, Jan. 15	**Lecture**
Wednesday, Jan. 17	**Lecture**
	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.
Friday, Jan. 19	**Lecture**
Monday, Jan. 22	**Lecture:** 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.
Wednesday, Jan. 24	**Lecture**
	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.
Friday, Jan. 26	**Lecture**
Monday, Jan. 29	**Lecture:** INTELLIGENCE ANALYSIS
	Introduction, pp. 116-121.
	Chapter 9. Richard K. Betts. Analysis, War, and Decision: Why Inte1ligence 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.

Wednesday, Jan. 31	**Lecture**
Friday, Feb. 2	**Lecture**
	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.
Monday, Feb. 5	**Lecture**
Wednesday, Feb. 7	**Lecture:** THE DANGER OF INTELLIGENCE POLITICIZATION
	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.
Friday, Feb. 9	**Lecture**
Monday, Feb. 12	**Lecture:** INTELLIGENCE AND THE POLICYMAKER
	Introduction, pp. 232-236.
	Chapter 17. Michael Hennan. Intelligence and National Action, pp. 237-246.
Wednesday, Feb. 14	**Lecture**
Friday, Feb. 16	**Lecture**
	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.
Monday, Feb. 19	**Lecture**
Wednesday, Feb. 21	**Lecture**
Friday, Feb. 23	**Lecture**
Monday, Feb. 26	**Midterm Exam**
Wednesday, Feb. 28	**Lecture:** 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.
Friday, March 2	**Lecture**

Monday, March 5	**Lecture**
	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.
Wednesday, March 7	**Lecture**
Friday, March 9	**Lecture: <u>Information Literacy Tutorial Due</u>**
Mon., 3/12- Fri., 3/16	**Spring Break-Class does not meet**
Monday, March 19	**Lecture:** 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.
Wednesday, March 21	**Lecture**
Friday, March 23	**Lecture**
Monday, March 26	**Lecture:** ACCOUNTABILITY AND CIVIL LIBERTIES
	Introduction, pp. 341-346.
	Chapter 26. Gregory F. Treverton. Intelligence: Welcome to the American Government, pp. 347-365.
Wednesday, March 28	**Lecture**
Friday, March 30	**Lecture**
	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.
Monday, April 2	**Lecture**
Wednesday, April 4	**Lecture**
	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.
Friday, April 6	**Lecture**
Monday, April 9	**Lecture:** INTELLIGENCE ACTIVITIES IN THE AFTERMATH OF THE 9/11AND 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.
	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.
Wednesday, April 11	**Lecture**
Friday, April 13	**Lecture:** 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.
Monday, April 16	**Course Paper Due**, **Lecture**
Wednesday, April 18	**Lecture**
	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.
Friday, April 20	**Lecture**
Monday, April 23	**Lecture**
Friday, April 27	**Final Exam,** 7:00-9:00 AM