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 2019
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:	BA1- 205
Office Hours:	Thursday 9am-noon, 1-2pm, or by appt. 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, 7th ed., CQ Press, 2017.

*Roger Z. George and James B. Bruce, ed., Analyzing Intelligence, 2nd Edition, Georgetown University Press, 2014.

*James Olson, Fair Play: The Moral Dilemmas of Spying. Potomac Books, 2006.

*Jeffrey T Richelson, The US Intelligence Community, Westview Press, 2015. (Paperback)

*Moore, David T. Critical Thinking and Intelligence Analysis. Cambridge University Press. I will provide PDF access.

*Col. Qiao Liang & Col. Wang Xiangsui, Unrestricted Warfare. Natraj Publishers, 2007. PDF will be provided for selected readings.

A list of additional required readings will be provided within the weekly assignments, via email, or in class.

Basis for Final Grade

Assessment	Percent of Final Grade
Briefings	25%
Seminar Paper	30%
Seminar Paper Presentation	20%
Class/lesson participation	25%
	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 April 16th. By the fifth week of class (February 5th) 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 oral briefs at the beginning of class as scheduled. These oral briefings will be short assessments (ten minutes) on topics selected on the second night

Class Lessons – Students will, on a rotating basis, be responsible for leading the lesson discussion which will be augmented by the professor (as scheduled).

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
1/8	Lowenthal, chapter 1 Michael Warner, "Wanted: A Definition of Intelligence," Studies in Intelligence, volume 46, 2002, pp. 15-23. George & Bruce, Chapter 1 & 2	Introduction; class expectations; defining "intelligence"
1/15	Lowenthal, chapters 2, 3, 11 George & Bruce, Ch. 3-4 Amy B. Zegart, "Universities Must Not Ignore Intelligence Research," Chronicle of Higher Education, vol. 53, no. 45 (July 2007). Loch Johnson, "The CIA's Weakest Link: What Our Intelligence Agencies Need are More Professors," Washington Monthly (July/August 2001).	The evolution of US Intelligence
1/22	Lowenthal, pp. 102-110 Richelson, ch-11 Olson, pp 1-31	Introduction to HUMINT

1/29	Olson, pp. 52-56, 72-81, and 93-100	Practical Challenges of HUMINT
2/5	Lowenthal, pp. 71-95 Richelson, ch-7 ** *one-page memorandum proposal due* **	GEOINT and the National Geospatial Agency
2/12	Lowenthal, pp. 95-102 Richelson, ch-8	SIGINT and the National Security Agency
2/19	Lowenthal, ch-6 Richelson, ch-14, George & Bruce, Ch. 4, 8-10	Roles and Challenges of Analysis
2/26	Moore, all George & Bruce Part IV	Analytic Challenges
3/5	Richelson, chapters 3-5, 9	Intelligence Support to Warfighters
3/12	**NO CLASS - SPRING BREAK**	**NO CLASS - SPRING BREAK**
3/19	George & Bruce, V & VI	21st Century issues an Change
3/26	Jack Devine, "Snowden Is the Kind of Guy I Used to Recruit—in Russia," Politico, 13 May 2014. Lowenthal, ch-7 & Richelson ch-15 Paul R. Pillar, "Don't Surrender to Leakers," National Interest, 24 October 2013. Available at http://nationalinterest.org/blog/paul-pillar/dont-surrender-leakers-9303	Practical Challenges to Counterintelligence **(Student presentations begin)**

4/2	Lowenthal, chapter 8 Malcolm Byrne, "How the Reagan White House Bungled Its Response to Iran-Contra Revelations," The Daily Beast, 3 November 2014. Available at http://www.thedailybeast.com/articles/2014/11/03/how-the-reagan-white-house-bungled-its-response-to-iran-contra-revelations.html	Introduction to Covert Action **(Student presentations** **continue)**
4/9	Richelson, 16 & 20 Daniel Byman, "Why Drones Work: The Case for Washington's Weapon of Choice," Foreign Affairs (July/August 2013).	Covert Action and Intelligence Reform **(Student presentations continue)**
4/16	Lowenthal, chapters 13, 14 **Seminar Papers are Due**	The Present and Future Management of the Intelligence Community **(Student presentations conclude)**

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