



The U.S. Intelligence Community
POSC 285
Fall Trimester - 2013

Jon Olson

Office: Willis Hall - Room 418

Office Hours: Monday, Wednesday, and Friday from 9:00AM – 11:00AM

jolson@carlton.edu

jonolson1967@gmail.com

Skype: MPLS.Jon.Olson

(C) (612) 834-8113

Classroom: Willis Hall – Room 211

Monday/Wednesday from 11:10AM – 12:20PM; Friday from 12:00PM – 1:00PM

I prefer to meet with you in person if you have questions about the course, assignments, or other items. However, I recognize you are all very busy people, and if you find you have a question outside of class or office hours, you should feel free to reach me via Skype, e-mail, or, if necessary, by phone. Please e-mail me to set up a Skype meeting. Or, if you see I am on-line, message me to ensure I am free to discuss the course with you at that particular time.

Course Overview

This course is a primer on the U.S. Intelligence Community. However, we will also be discussing “graduate-level” issues associated with intelligence operations. The course will be broken down into three parts. Part One will cover the basics of intelligence, and, specifically, the intelligence cycle and the collection disciplines. A thorough understanding of how these elements function will inform our discussions for the rest of the course.

Part Two will delve into the intelligence agencies and organizations that comprise the U.S. Intelligence Community (IC). We will look at the structure of the entire community in an effort to better understand the IC and why Congress and the executive branch have built the community in its current form. We will also discuss critical elements like intelligence oversight, funding, legal authorities, and chain of command.

Finally, in Part Three, we will jump into graduate-level discussions regarding the intensely polarizing issues intelligence always fosters among supporters and opponents alike. We will

look deeply into topics like covert action, counterintelligence, the cyber espionage arena, human intelligence operations, and other issues.

Course Expectations

I ask only a very few things of you in this class – other than professional work on your assignments, of course. First, be on time and ensure you have completed your assigned reading ahead of class. Secondly, be respectful of your classmates' views and opinions, which will foster a spirit of open-minded class discussion, especially when we get into Part Three. I expect you to be an integral member of the various teams we'll have in this course, participating equally with your classmates on your group assignment. Finally, put forward your best work, every day, no matter what.

I strongly recommend you come to me immediately should you have any questions about a class assignment; the earlier, the better! Spending hours executing research, drafting documents or presentations, and then realizing you didn't fully understand the assignment is a recipe for disaster. Do not be part of a disaster.

Texts and Resources

We will be using a variety of texts and other resources this trimester. The following books are required and you can purchase them in the book store, either hard copy or e-Reader versions, the choice is entirely yours.

Mark Lowenthal, *Intelligence – From Secrets to Policy*, Fifth Edition.

Jeffrey T. Richelson, *The U.S. Intelligence Community*, Sixth Edition

Christopher Andrew, *For The President's Eyes Only – Secret Intelligence and the American Presidency from Washington to Bush*, 1996

Shane Harris, *The Watchers – The Rise of America's Surveillance State*, 2010

You will also receive selected readings and they will either be available in soft copy, or I will provide them to you as hand-outs. Should you wish to purchase the original text for some of these shorter readings, they come from these books.

David L. Perry, *Partly Cloudy – Ethics in War, Espionage, Covert Action, and Interrogation*, 2009

Roger Z. George and James B. Bruce, *Analyzing Intelligence – Origins, Obstacles, and Innovations*, 2008

William J. Daugherty, *Executive Secrets – Covert Action and the Presidency*, 2006

Grading

The following grading criteria will be used to assess your final grade for this course:

Primary Research Paper:	30 Points
Team Debate:	15 Points
Short Papers (3):	30 Points (Ten points for each paper)
Final Exam:	25 Points
Total Possible Score:	100 Points

All papers will be graded using the scoring matrix located at the end of this syllabus. Short papers should be no more than ten pages in length. Your primary research paper has no page limitations, but a paper that fails to comprehensively address your selected topic will likely receive a poor grade.

Your team debate performance will be assessed by your classmates using the same scoring system from “Intelligence Squared”. See the website <http://intelligencesquaredus.org/> for specific details on how these debates work as they are patterned after the Oxford-Style debating format. Debate winners will receive 15 points. Debate second-place finishers will receive a point total based on your professor’s subjective analysis of your team’s performance in the debate. Should neither team win in any given debate, meaning the debate ends in a draw, both teams will receive credit based on your professor’s subjective analysis of your respective team’s performance.

[Note: Derived from the Oxford Union debating society of Oxford University, "Oxford-Style" debate is a formal, competitive debate format featuring a sharply framed motion supported by one side and opposed by another. A winner is declared in an Oxford-Style debate either by the majority or by which team has swayed more audience members between the two votes. Oxford-Style debates follow a formal structure which begins with audience members casting a pre-debate vote on the motion that is either for, against or undecided. Each panelist presents a three-minute opening statement, after which the moderator takes questions from the audience with inter-panel challenges. Finally, each panelist delivers a two-minute closing argument, and the audience delivers their second (and final) vote for comparison against the first.]

Final grades for the course will be based on the total points you earn throughout the trimester:

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
Etc.	

Course Schedule

Monday, September 16th

Course Introduction

- Orientation
- Review Syllabus
- Assign Debate Teams

Wednesday, September 18th

History and Development of the U.S. Intelligence Community

- Read
 - Andrew – Chapters One and Two
 - Lowenthal – Chapters One and Two

Friday, September 20th (Course Drop/Add Deadline)

The Intelligence Cycle

- Read
 - Lowenthal – Chapter Four
 - Richelson – Chapter One

Monday, September 23rd

Intelligence Collection Disciplines – Part I

- Read
 - Richelson – Chapters Seven and Eight
 - Lowenthal – Chapter Five

Wednesday, September 25th

Intelligence Collection Disciplines – Part II

- Read
 - Richelson – Chapters Nine, Ten, and Twelve

Friday, September 27th

Intelligence Collection Disciplines – Part III

- Read
 - Richelson – Chapters Eleven and Thirteen

Monday, September 30th

Managing Intelligence Collection

- Read
 - Richelson – Selected sections from:
 - Chapter Seventeen – Pages 464 – 475, 481 - 486
 - Chapter Eighteen – Pages 493 – 499
 - Chapter Nineteen – Pages 504 – 521, 524 - 530

Wednesday, October 2nd

Analysis – Part I From the Analyst’s Perspective

- Read
 - Lowenthal – Chapter Six
 - Richelson – Chapter Fourteen

Friday, October 4th

Analysis – Part II From the Policymaker’s Perspective

- Read
 - Lowenthal – Chapter Nine

End of Part One

Monday, October 7th

Civilian Intelligence Agencies and Offices

- Read
 - Richelson – Selected sections from:
 - Chapter Two – Pages 17 – 29
 - Chapter Six

Wednesday, October 9th

Military Intelligence Agencies, Commands, and Organizations

- Read
 - Richelson – Selected sections from:
 - Chapter Two – Pages 30 – 46
 - Chapter Three
 - Chapter Four

Friday, October 11th

Intelligence Support to Military Operations

Guest Speaker – Captain Matthew Rosenbloom, U.S. Navy (via Skype)

- Read
 - Richelson – Chapter Five

Monday, October 14th

The Impact of Intelligence on Modern U.S. History

- Read
 - Andrew – Chapters Three, Seven, Eight, Eleven, Twelve, and Thirteen

Wednesday, October 16th

First Debate

Friday, October 18th

Intelligence Oversight and Accountability

- Read
 - Lowenthal – Chapters Ten and Fourteen
 - Richelson – Chapter Twenty

Monday, October 21st - Mid-term Break

No Class

Wednesday, October 23rd

The Intelligence Budget

- Research – The U.S. Intelligence Budget

End of Part Two

Friday, October 25th

Human Intelligence

- Review
 - Richelson – Selected sections from:
 - Chapter Eleven
 - Chapter Nineteen - Pages 516-521

Monday, October 28th

Counterintelligence

- Read
 - Richelson – Chapter Fifteen
 - Lowenthal – Chapter Seven

Wednesday, October 30th

Guest Speaker – Special Agent Shena Crowe, FBI Counterintelligence Division

Friday, November 1st

Movie Night – “Breach” (Compensatory time / No Class)

- Location TBD; movie starts at 6:00PM – class discussion to follow the film

Monday, November 4th

Covert Action – Part I

- Read
 - Lowenthal – Chapters Eight and Thirteen

- Richelson – Selected sections from:
 - Chapter Sixteen
 - Chapter Nineteen – Pages 522-523
- Andrew – Chapter Six
- Daugherty – Handouts
- Perry – Selected handouts

- Review
 - Andrew – Chapter Twelve

Wednesday, November 6th

Covert Action – Part II

Friday, November 8th

Cyber Intelligence Operations

- Read
 - Harris – The Watchers

Guest Speaker – TBD

Monday, November 11th

Second Debate

Wednesday, November 13th

Third Debate

Friday, November 15th

Fourth Debate

Monday, November 18th

Fifth Debate

Wednesday, November 20th - Last Day of Class

Sixth Debate

Friday, November 22nd - Reading Day

- No Class

Sunday, November 24th - Exam Day

- Final Exam

Tuesday, November 26th - Winter Break Begins

Wednesday, December 4th - Grades Due

Research Paper Assignments

Your primary research paper will cover any topic of your choice regarding intelligence. When you feel you have found a topic you want to research in depth - and write about - set up a meeting with your professor to discuss the paper's parameters and key thesis. Again, there is no page limit on this research paper, and considering the opportunity for research, matched against your personal creativity, I would suggest this paper might potentially be an ideal selection for your "Comps."

Your three shorter papers should address issues in intelligence. Again, you are limited only by your creativity. Discuss with me when you feel you have found three topics on which you would like to write a short paper. We can discuss parameters and finalize your thesis ideas. The shorter papers should definitely not exceed ten pages, and, preferably, no more than five or six pages. I want these shorter papers to serve as an opportunity for you to research specific topics in intelligence that interest you. I want you to learn about those topics, and to craft a cogent paper that proposes a thesis on these issues, and then allows you to prove your thesis using the facts and data you find through your research. Consider these papers to be "conversation starters," which you can use the next time you are at a cocktail party and happen to hit upon an opportunity to teach others what you have learned about the U.S. Intelligence Community.

Five Points of Extra Credit

If you feel you would like to – or really need to – earn extra credit, you may pursue one of the two following issues:

- 1) Design an intelligence collection plan that will allow the president to effectively and accurately assess what our foreign policy objectives should be vis-à-vis any nation of your choosing. (Let your professor know which nation you have chosen so we can consider various ramifications of your plan.
- 2) Assess the intelligence structures currently in place that support the governor of Minnesota in his decision-making processes. You should research the structure of the executive branch of the Minnesota state government and determine which offices and agencies contribute to the governor's situational awareness, especially during a crisis. Part of this effort should assess if Minnesota has an effective intelligence support structure, and, if not, what you would suggest to the governor and the state legislature to fix any shortcomings or failings you uncover.

Paper Grading Criteria

Focus:

- Did the author answer the question?
- Has the author clearly identified the thesis early in the paper?
- Does the author fully develop the thesis?
- Has the author avoided pointless or distracting departures from the thesis?

Critical Analysis:

- Does the paper offer an adequate analysis?
- Does the author marshal convincing evidence to support the thesis?
- Does the author consider, explicitly or implicitly, counter-arguments to or weaknesses in the thesis and supporting evidence?
- Are judgments and conclusions logically supported?
- Does the conclusion adequately address, resolve, or support the thesis?

Organization:

- Are the organization and flow of the paper logical?
- Is the paper balanced, quantitatively and qualitatively?

Readability and Style:

- Has the author used effective transitions from argument to the next?
- Has the author avoided long, cumbersome sentences and paragraphs?

Professionalism:

- Has the author carefully proofread the text of the paper?
- Did the author ensure the essay was free of spelling and punctuation errors?

General Comments:

This section allows me to address your paper in detail, make comments on your thesis, and perhaps make counter-arguments to your positions.

Final Grade:

Your final grade will be determined by how well you execute the standards described above.