



## POSC 285 – The U.S. Intelligence Community Spring 2019

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Office hours are available by appointment. Please schedule your appointment directly with your instructor.

Course Dates: April 2<sup>nd</sup> to June 4<sup>th</sup>, Tuesdays and Thursdays, 10:10AM – 11:55AM

Classroom: CMC, Room 210

**You are responsible for reading and understanding this entire syllabus.**

**This syllabus does not address every rule and regulation pertinent to academic or behavioral situations. See the instructor if you have any questions or concerns. This document is subject to amendment and revision as circumstances require.**

### Course Description

This course covers the U.S. Intelligence Community, how intelligence supports national security policy development, and how it is applied to execute strategy in pursuit of policy objectives (specifically, implementation of national security and foreign policy initiatives). Studying the structure, processes, procedures, oversight, and capabilities of the U.S. Intelligence Community will enhance understanding of how intelligence supported or failed policymakers in national security decision-making, including the areas of diplomacy, deterrence, economic and trade agreements, crisis resolution, conventional war, counterinsurgency, and counterterrorism. The course concludes with the study of asymmetric and hybrid warfare in our modern age and how intelligence might be used to better understand the changing dynamics of future global conflict.

## Competence Statement

At the conclusion of this course, the student will be able to accurately identify the various U.S. Intelligence Community agencies and organizations, effectively discuss the primary missions of each of these agencies or organizations, and discuss the roles these agencies and organizations play in the development of national security decision-making and foreign policy. Additionally, the student will be able to explain the entire intelligence cycle, discuss in detail the various collection disciplines, and explain how analysis, production, and dissemination support the President, the full cabinet, military forces, and Homeland Security officials (including federal, state, and local law enforcement agencies) in protecting national interests.

## Learning Objectives

At the conclusion of this course, students will be able to:

1. Identify the members of the U.S. Intelligence Community and be able to explain the roles each agency, command, or office performs in support of policymakers;
2. Discuss the Intelligence Cycle and how each stage in the process functions to eventually produce finished intelligence products for policymakers;
3. Explain the various types of intelligence collection disciplines, to include the methods used and the data produced, and differentiate which members of the U.S. Intelligence Community have the “lead” for each type of collection;
4. Describe the function of intelligence analysts, how they prepare finished intelligence products, and what kinds of mistakes can be made in the analysis process;
5. Articulate the role of the Executive, Legislative, and Judicial branches of government in the oversight of the U.S. Intelligence Community;
6. Compare the effectiveness of intelligence oversight programs, methods, and laws in balancing personal privacy with public safety;
7. Explain the role of counterintelligence;
8. Discuss HUMINT as an operational process rather than simply as a collection discipline, to include a comprehensive discussion of the moral, ethical, and legal ramifications of recruiting spies for the United States;
9. Comprehensively explain the role of covert action as a means to further U.S. national security interests abroad;
10. Discuss how intelligence supports the pursuit of national security objectives, to include foreign policy, trade, homeland security, and even law enforcement.

## Required Texts

Lowenthal, Mark (2017). *Intelligence – From Secrets to Policy* (7<sup>th</sup> Edition). Thousand Oaks, California. SAGE Publications, Inc, and CQ Press.  
ISBN 978-1-5063-4256-6

Jensen, Carl J., et al (2013) *Introduction to Intelligence Studies* (2<sup>nd</sup> Edition). New York, New York. Routledge.  
ISBN 978-1-498-73834-7

Richelson, Jeffrey T. (2015) *The US Intelligence Community* (7<sup>th</sup> Edition). Boulder, Colorado. Westview Press.  
ISBN 978-0-8133-4511-6

## Supplementary Readings, Databases, and Sources:

As determined by your professor throughout the course, you will be provided this material via Moodle or as handouts. **Be sure to check Moodle regularly for supplementary reading assignments.**

## Attendance

Students are expected to attend all class sessions. Please see your instructor if you will miss a class.

## Course Evaluation Criteria

The following criteria will be used to assess your performance in this course:

Research Paper:	30 Points
Group Project:	30 Points (20 points group grade / 10 points individual grade)
Short Papers:	20 Points (Four points for each paper, five papers in total)
Crisis Exercise:	15 Points (10 Points for group Simulation Preparation Paper / five points for Reflection Paper)
Participation:	5 Points
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Total:	100 Points

Bonus points are available, but will not exceed five points in total. See below for more information.

All papers will be graded using the scoring matrix located at the end of this syllabus.

## Final Grades

Final grades will be assigned based on the following points attained:

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-
67-69	D+
63-66	D
60-62	D-
59 and below	F

## Evaluating Written Assignments

Written assignments will be assessed based on content, the demonstration of higher order/critical thinking skills, organization and style/mechanics (i.e., format, grammar, spelling and readability). If you believe your writing skills need improvement or you would like specific assistance in preparing your writing assignments, *you are encouraged to take advantage of the writing assistance available at Carleton College.*

## Copies of Assignments

You are responsible for keeping copies of all assignments turned in for the course as well as returned, graded papers. *If we encounter any grading questions, you must be able to produce your original work for verification.*

## Late Assignments

Incomplete assignments will receive a grade of “zero.” Alternative arrangements can be made for due dates on assignments on a case-by-case basis, but you must coordinate with your instructor ahead of time to avoid catastrophe.

## Writing Format

Unless instructed otherwise, all writing assignments for this course should be word-processed, spelling and grammar-checked, double-spaced, have the correct margins, and follow appropriate citation format. Please use **Times New Roman 12-font** on all papers.

## Assignments for this Course

### Individual Research Paper (30 Points)

You will choose a topic related to the intelligence field and the options open to you are limited only by your own creativity and sense of curiosity. *Clear your topic with your instructor before you embark on detailed research and writing.* You’ll want to select a topic that deeply interests you, and one that will contain enough detail to draft a 12-15 page paper. See writing format guidelines above.

### Group Project (30 Points)

You will be randomly assigned to a group at the beginning of the term. Your group will then settle on a detailed research topic. Your deliverables for the project include a research paper (team effort) that fully covers the topic, and a group presentation to the class toward the end of

the course. The group presentation should last approximately 20 minutes; there will be additional time for Q&A after your group finishes your presentation.

*(A note about your individual research paper and group projects. Consider all aspects of the intelligence field when selecting your topic. If you want to do something on a transnational intelligence challenge, like proliferation of WMD, or transnational criminal syndicates, or how intelligence supports counterterrorism, those are good options. Also consider things like covert actions, HUMINT operations, counterintelligence successes or failures, or even how you'd reform the U.S. Intelligence Community to ensure greater privacy for American citizens balanced against the need for national security. You could even pursue a topic linked to foreign intelligence agencies like Mossad, the British Secret Intelligence Service, or even France's DGSE and DGSI. Again, the topics are limited solely by your own creativity and interests in learning about aspects of the intelligence field. Choose wisely and neither of these academic pursuits will feel like "work" as you expand your understanding of the world in which you live.)*

### **Five Short Papers (Four Points each / 20 Points total)**

You will draft a short reflection paper that discusses an assigned topic. Short papers should be no more than four pages in length, and preferably two to three pages. *It is often harder to write less than it is to write more.* See writing format guidelines above.

### **International Strategic Crisis Negotiation Exercise (10 Points for Paper / Five Points for Reflection Paper)**

This team exercise will happen on May 17<sup>th</sup> and 18<sup>th</sup>. You will be assigned to a country team and the team leader will come from Greg Marfleet's Comparative Foreign Policy course. As professional "intelligence officers", you should view your role as being someone in direct support of the team leader in preparing for the crisis negotiation exercise, and then as a member of the crisis negotiation team during the two-day exercise. Ahead of the exercise, you will need to work closely with your team leader to submit a Simulation Preparation Paper for Greg Marfleet's course. After the exercise, you'll be assigned a short reflection paper to discuss what you learned about intelligence support to diplomatic engagement, crisis negotiation, et al.

### **Participation (5 Points)**

This grade is entirely subjective and will be determined by the instructor at the end of the term. A grade of "5" means you attended class, fully engaged in the discussions in a respectful, thoughtful manner, and contributed to your group's efforts to complete a professional final product. A grade lower than "5" would reflect lesser participation or success in these areas.

### **Bonus Opportunity**

If you feel you would like to – or really need to – earn extra credit, you may approach your professor to discuss bonus opportunities. Be forewarned – this option will require solid academic work, and potentially another paper. So, make the most of the above opportunities to succeed with your graded assignments.

You can earn a total of five extra credit points for completing this bonus option. Five points means you have completed the assignment in an exemplary fashion.

### **Student Conduct**

You are expected to treat all participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free of harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based on facts and documentation (rather than prejudices and personalities).

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# Course Schedule

## **Session One** – Tuesday, April 2<sup>nd</sup>, 2019

### ***Course Introduction***

- Individual introductions
- Review course syllabus, books, and assign groups and group presentation dates (Academic Draft Day)
- Initial class discussion on the U.S. Intelligence Community
- Instructor's expectations for the term

## **Session Two** – Thursday, April 4<sup>th</sup>, 2019

### History and Development of the U.S. Intelligence Community

- Read
  - Lowenthal, Chapters One and Two
  - Richelson, Chapter Twenty
  - Jensen, Chapters One and Two

### The Intelligence Cycle

- Read
  - Lowenthal, Chapter Four
  - Richelson, Chapter One
  - Jensen, Chapter Seven

## **Session Three** – Tuesday, April 9<sup>th</sup>, 2019

### The Intelligence Collection Disciplines, Part I

- Read
  - Lowenthal, Chapters Four and Five
  - Richelson, Chapters Seven, Eight, Nine, and Twelve
  - Jensen, Chapter Four

### **Guest Speaker on SIGINT – John Hibbard**

## **Session Four** – Thursday, April 11<sup>th</sup>, 2019

### The Intelligence Collection Disciplines, Part II

- Same reading assignments
- Catch up on reading if you are behind

**Session Five** – Tuesday, April 16<sup>th</sup>, 2019

Intelligence Analysis

- Read
  - Jensen, Chapters Five, Six, Eleven, and Thirteen
  - Lowenthal, Chapter Six
  - Richelson, Chapter Fourteen

**Short Paper One Due**

**Session Six** – Thursday, April 18<sup>th</sup>, 2019

Civilian Intelligence Agencies and Offices

- Read
  - Lowenthal, Chapter Three
  - Richelson, Chapters Two and Six
  - Jensen, Chapter Three

**Session Seven** – Tuesday, April 23<sup>rd</sup>, 2019

Military Intelligence Agencies, Offices, and Commands

- Read
  - Lowenthal, Review Chapter Three
  - Richelson, Chapters Three, Four, and Five
  - Jensen, Chapter Twelve

**Short Paper Two Due**

**Session Eight** – Thursday, April 25<sup>th</sup>, 2019

Managing the U.S. Intelligence Community

- Read
  - Lowenthal, Chapter Nine
  - Richelson, Chapters Seventeen, Eighteen, and Nineteen
  - Jensen, Review Chapter Three

Intelligence Oversight and Accountability

- Read
  - Lowenthal, Chapter Ten
  - Jensen, Chapter Ten

**Session Nine** – Tuesday, April 30<sup>th</sup>, 2019

The Impact of Intelligence on Modern U.S. History

Ethical, Legal, and Moral Challenges with Intelligence

- Read
  - Lowenthal, Chapter Thirteen
  - Richelson, Chapter Twenty
  - Jensen, Chapter Fourteen

**Short Paper Three Due**

**Session Ten** – Thursday, May 2<sup>nd</sup>, 2019

Intelligence Support to Military Operations

**Guest Speakers:**

**Dan Feehan, former Principal Deputy Assistant Secretary of Defense (Readiness)**  
**Bethany May, CPT, U.S. Army**

**Session Eleven** – Tuesday, May 7<sup>th</sup>, 2019

Human Intelligence (HUMINT) as an Operation

- Read
  - Lowenthal, Review Chapter Five Section on HUMINT
  - Richelson, Chapter Eleven
  - Jensen, Review Chapter Four Section on HUMINT

**Session Twelve** – Thursday, May 9<sup>th</sup>, 2019

Counterintelligence

- Read
  - Lowenthal, Chapter Seven
  - Richelson, Chapter Fifteen
  - Jensen, Chapter Eight

***Compensatory Time - No Class During the Day***

Meet in Boliou 104 at 6:45PM to watch the movie “Breach” / Discussion to Follow

**Session Thirteen** – Tuesday, May 14<sup>th</sup>, 2019

Compensatory Time - No Class

Prep for Weekend Exercise

**Session Fourteen** – Thursday, May 16<sup>th</sup>, 2019

Compensatory Time - No Class

Prep for Weekend Exercise

**International Strategic Crisis Negotiation Exercise** – May 17<sup>th</sup> and May 18<sup>th</sup>

Weitz Center for Creativity – Team Rooms

**Short Paper Four Due (May 17<sup>th</sup> at start of exercise)**

**Individual Research Paper Due**

**Session Fifteen** – Tuesday, May 21<sup>st</sup>, 2019

FBI's Role in the U.S. Intelligence Community

- Research the Federal Bureau of Investigation, focus on the National Security Branch
- Read
  - Lowenthal, Chapter Fourteen

**Guest Speaker - Jon Watson, Intelligence Analyst, FBI**

**Session Sixteen** – Thursday, May 23<sup>rd</sup>, 2019

Covert Action

- Read
  - Lowenthal, Chapter Eight
  - Richelson, Chapter Sixteen
  - Jensen, Chapter Nine

**Session Seventeen** – Tuesday, May 28<sup>th</sup>, 2019

Group Presentations – Groups One, Two, and Three

**Reflection Paper from Crisis Negotiation Exercise Due**

**Session Eighteen** – Thursday, May 30<sup>th</sup>, 2019

Group Presentations – Groups Four, Five, and Six

**Short Paper Five Due**

**Session Nineteen** – Tuesday, June 4<sup>th</sup>, 2019

Intelligence, National Security Policy, and National Security Strategy

- Read
  - Lowenthal, Chapters Eleven and Twelve
  - Richelson, Chapter Thirteen
  - Jensen, Chapters Fourteen and Fifteen

Final Discussions and Course Review

## Paper Grading Criteria

### ***Focus:***

Did the author craft a paper or essay commensurate with the question and thesis?  
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 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?  
Has the author avoided personal slants in the paper, using facts and data to support conclusions?

### ***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 one 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?

### ***Concluding Arguments:***

Has the author professionally completed the assignment by drawing final conclusions?

***I will assess these factors and reach your final grade for the assignment based on how well you address the above criteria.***