

INTELLIGENCE AND COVERT OPS



PSC 481 (Fall 2015, Monday 4:00-6:20)

Instructor: Dr. Jess Morrissette

Office hours: M 3-4, W 9-12, Th 3:30-4:30, or by appointment

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COURSE DESCRIPTION: An introduction to the institutions and processes of the U.S. Intelligence Community, with an emphasis on the vital role of intelligence in national security (3 credit hours).

STUDENT LEARNING OBJECTIVES: As Chinese general and philosopher Sun Tzu wrote in *The Art of War*, “What enables the wise sovereign and the good general to strike and conquer, and achieve things beyond the reach of ordinary men, is *foreknowledge*.” Since ancient times, nations have relied on espionage and intelligence gathering to provide the foreknowledge essential to maintaining and expanding their power. This semester, we will study the role of intelligence in the twenty-first century, with an emphasis on the United States. By semester’s end, students should be able to...

- ✓ Identify and differentiate among key institutions in the U.S. Intelligence Community.
- ✓ Apply the steps of the “intelligence cycle” to historical and contemporary events.
- ✓ Diagnose failures of intelligence and generate alternative strategies.
- ✓ Assess the evolving role of the U.S. Intelligence Community vis-à-vis national security.
- ✓ Evaluate the moral and ethical implications of intelligence operations and covert actions.

REQUIREMENTS AND GRADING POLICY: Your grade is based on your performance on two exams, two short essays, and class participation. No extra credit will be awarded. Your final grade is determined as follows:

5%	Participation	A = 90-100%
15%	“Intelligence and Pop Culture” Essay	B = 80-89%
30%	Midterm Exam	C = 70-79%
15%	“Controversies” Essay	D = 60-69%
35%	Final Exam	F ≤ 59%

REQUIRED READINGS:

- ✓ Jenkins, *The CIA in Hollywood: How the Agency Shapes Film and Television* (University of Texas, 2012)
- ✓ Jervis, *Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War* (Cornell, 2010)
- ✓ Lowenthal, *Intelligence: From Secrets to Policy*, 6th edition (Sage/CQ Press, 2012)
- ✓ Olson, *Fair Play: The Moral Dilemmas of Spying* (Potomac, 2006)

ATTENDANCE AND PARTICIPATION: Attendance is required in this class, and students are expected to have read and be ready to discuss all assigned readings prior to class. Students will also be graded based on their class participation—engaging in discussion of the readings and current political events, asking questions, and so forth. Once again, attendance is clearly important; if you aren't in class, you can't participate. If you feel that you are having trouble getting your voice heard in our discussions, please contact me as soon as possible and we will work together to get you more involved.

The participation grade will be determined as follows: 5 points will be awarded to students who attend class consistently and make valuable contributions to class discussion on a regular basis; 4 points will be awarded to students who attend class consistently and contribute to discussions occasionally; 3 points will be awarded to students who attend class consistently, but seldom participate in class discussions. Attendance grades of 2, 1, and 0 points are reserved for those students who fail to attend class regularly and therefore cannot participate meaningfully in class discussions.

ACADEMIC HONESTY: Students are expected to adhere to the University's policies concerning academic honesty (please see pages 71-73 of the 2015/2016 undergraduate catalog). Cheating or plagiarism on any exam, quiz, or assignment will not be tolerated and will be prosecuted to the fullest extent under University policies. **The penalty for cheating or plagiarism is a failing grade for the course.**

Cheating is defined by the University as “[a]ny action which if known to the instructor in the course of study would be prohibited” (Undergraduate Catalog, p. 71). This includes, but is not limited to, the use of any unauthorized materials or assistance during an academic exercise.

The University defines plagiarism as “[s]ubmitting as one's own work or creation any material or an idea wholly or in part created by another” (Undergraduate Catalog, p. 72). Furthermore, it is “the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism” (p. 72).

PERSONAL ELECTRONIC DEVICES: Please turn off your cell phone prior to the start of class, including any texting features. Students who text during class time will be asked to leave. Furthermore, students will refrain from using iPods, PKE Meters, boom boxes, Xboxes, Pandora's Boxes, Crock-Pots, seismographs, voice modulation devices, lightsabers, jetpacks, laser tag guns, Moog synthesizers, old-timey collodion process cameras, electromagnetic pulse emitters, tanning lamps, sonic screwdrivers, Segways, paper shredders, lightsabers, Easy-Bake Ovens, ham radios, baseball pitching machines, remote-controlled cars, Nintendo Power Gloves, laser epilators, tanning beds, leaf blowers, crimping irons, PoulonPRO PP3516AVX chainsaws, *Dance Dance Revolution* arcade machines, welding torches, night vision goggles, panini grills, George Foreman Grills, Paul Wall grillz, Margaritaville™ frozen drink machines, shiatsu massage chairs, leaf blowers, hairdryers, theremins, remote-controlled helicopters, or similar electronic devices during class time.

Finally, I discourage you from using a laptop during class. A growing body of research suggests that taking notes on a laptop or tablet hinders classroom learning by not only distracting both the user and other nearby students (Sana, Weston, and Wiseheart 2013), but also by promoting shallower processing of information (Mueller and Oppenheimer 2014).

E-MAIL POLICY: Please check your Marshall e-mail account regularly. Articles, assignments, and other important announcements may be sent to your “@marshall.edu” e-mail address during the course of the semester. If you prefer to use a different e-mail service, please contact Computing Services for assistance with forwarding your Marshall e-mail to your preferred address.

MAKE-UP POLICY: There will be no make-up exams administered for students without a legitimate excused absence from the University (e.g. family emergency, illness, athletic commitment). Students who need to miss an exam should contact me prior to the scheduled exam period if at all possible.

LATE ASSIGNMENTS: Late assignments will be assessed a 10% penalty per day after the missed deadline (including weekends), with a maximum penalty of 50%. Late exams will not be accepted without a University-excused absence. Please keep in mind that you must complete all assignments in order to receive a passing grade in the course, regardless of the point values of those assignments.

OTHER UNIVERSITY POLICIES: By enrolling in this course, you agree to the University Policies listed below. The full text of each policy is available at <http://www.marshall.edu/academic-affairs/policies/>.

- Academic Dishonesty, Excused Absence Policy for Undergraduates, Computing Services Acceptable Use, Inclement Weather, Dead Week, Students with Disabilities, Academic Forgiveness, Academic Probation and Suspension, Academic Rights & Responsibilities of Students, Affirmative Action, Sexual Harassment.

MIDTERM AND FINAL EXAMS: Students will complete an in-class midterm and take-home final exam. I will provide additional details on the format and content of these exams as their dates approach.

“INTELLIGENCE AND POP CULTURE” ESSAY: Students will choose a fictional (or fictionalized) work—a film, novel, television episode, comic book, video game—that deals with spying and/or intelligence gathering and write a 3-page essay analyzing how it depicts the process. What steps of the intelligence cycle are presented in the fictional work? What methods of intelligence collection and analysis are employed? What sections of the Intelligence Community are depicted? What course concepts appear in fictional form? Based on your knowledge of the “real world” of spying, does the fictional work offer an accurate depiction? Why or why not?

The essay is due via MUOnline on October 5. If you’re having difficulty choosing a fictional work to analyze, here are some examples to use as a starting point:

- ✓ **Films:** The Austin Powers series, *Confessions of a Dangerous Mind*, *The Good Shepherd*, the James Bond series, the Jason Bourne series, *The Manchurian Candidate*, the *Mission: Impossible* series, *Mr. and Mrs. Smith*, *Munich*, *Salt*, *Syriana*, *Zero Dark Thirty*
- ✓ **Television:** *24*, *Alias*, *The Americans*, *Archer*, *Burn Notice*, *Chuck*, *Covert Affairs*, *Homeland*, *Nikita*, *Person of Interest*
- ✓ **Novels:** Ian Fleming’s James Bond series, *The Secret Agent: A Simple Tale* (Joseph Conrad), *The Spy* (James Fenimore Cooper), *The Spy Who Came in from the Cold* (John le Carré), *Tinker Tailor Soldier Spy* (John le Carré)
- ✓ **Comic Books:** *Checkmate*, *Danger Girl*, *Nick Fury: Agent of SHIELD*, *Queen & Country*, *Spy vs. Spy*

“CONTROVERSIES” ESSAY: Students will write a 5-page essay about either the expansion of domestic surveillance in the United States OR the growing use of unmanned drone strikes in the United States’ global campaign against terrorism. The essay should identify three arguments in favor of the program under consideration and three arguments against it. Successful essays will take into account both practical and ethical issues. Finally, the essay should conclude with a statement of which side of the debate you find more convincing. Why?

The “controversies” essay is due via MUOnline on November 16.

TIPS FOR WRITING ASSIGNMENTS:

- ✓ Be sure to include a brief introduction that states the purpose of your essay, as well as a concise conclusion that sums up what you have written.
- ✓ Always cite your sources! For this class, I request that you use the APSA style guidelines. In turn, be sure to make it clear where you found any “outside” information in your essays. This includes not only citing direct quotations, but also any paraphrased material or statistics. Also, include a “works cited” page at the end of your assignments. Failure to properly cite your sources constitutes **PLAGIARISM**.
- ✓ Be judicious in choosing online sources, and do not cite Wikipedia or other online encyclopedias. Online news articles from major media outlets and official organizational websites are always safe bets; some dude’s Twitter feed is decidedly less so. If it’s a website that you’ve never heard of prior to it popping up in a Google search, that’s probably a good sign that it’s not an appropriate academic source.
- ✓ Proofread your essays! Most grammatical and typographical errors can be easily caught with a simple read-through before a paper is submitted. Essays and papers plagued by significant grammatical or typographical errors will be penalized.
- ✓ Papers should conform to the suggested lengths provided above (title pages and works cited pages do not count toward the suggested length). Papers should be double-spaced with 1” margins and typed using the standard 12-point Times/Times New Roman font (or the Macintosh equivalent).

COURSE OUTLINE AND READING ASSIGNMENTS:

- ⇒ **Week of August 24: What is Intelligence?**
 - Lowenthal, Chapter 1
 - *Recommended*: Olson, pp. 229-262
- ⇒ **Week of August 31: The Development of the U.S. Intelligence Community**
 - Lowenthal, Chapters 2 and 3
 - *Recommended*: Lowenthal, Chapter 15
- ⇒ **Week of September 7: Class Cancelled for Labor Day**
- ⇒ **Week of September 14: The Intelligence Cycle**
 - Lowenthal, Chapter 4
- ⇒ **Week of September 21: Intelligence Collection and Analysis**
 - Lowenthal, Chapters 5 and 6
- ⇒ **Week of September 28: Counterintelligence**
 - Lowenthal, Chapter 7

“INTELLIGENCE AND POP CULTURE” ESSAY DUE Monday, October 5

- ⇒ **Week of October 5: Covert Action**
 - Lowenthal, Chapter 8
 - Johnson, “Evaluating Covert Action” (online)

- ⇒ **Week of October 12: The Hunt for Osama bin Laden**
- Richelson, "Covert Action" (online)

IN-CLASS MIDTERM EXAM
Monday, October 19

- ⇒ **Week of October 26: The CIA in Hollywood**
- Jenkins, *The CIA in Hollywood* (all)
- ⇒ **Week of November 2: Failures of Intelligence**
- Jervis, Chapters 1 and 2
- ⇒ **Week of November 9: Why Intelligence Fails**
- Jervis, Chapters 3 and 4
 - Lowenthal, Chapter 9

"CONTROVERSIES" ESSAY DUE
Monday, November 16

- ⇒ **Week of November 16: Moral and Ethical Dimensions of Intelligence**
- Olson, *Fair Play* (all)
 - Lowenthal, Chapter 13
- ⇒ **Week of November 23: Thanksgiving Break!**
- ⇒ **Week of November 30: Oversight, Reform, and the Challenges of Tomorrow**
- Lowenthal, Chapters 10, 12, and 14

TAKE-HOME FINAL EXAM
Due by 5:00PM on Monday, December 7

Please note that assignments are tentative. Readings may be removed, added, or moved to a different day based on our progress in the semester.