

Intelligence in Transition
SIS 419.030
EQB 203
Fall 2011
Mondays and Thursdays 1:10-2:25

Professor

Dr. David Martin-McCormick

Office hours: Tuesdays 1:00 until 4:30, Wednesdays 10:30 until 4:00 and Thursdays 9:30 to 4:00 with a break from 1:00 to 2:30

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Description

“Intelligence in Transition” will examine the structure of the U. S. Intelligence community and how it is evolving to meet the needs of a rapidly changing international environment. The class will review the evolution of the intelligence community in order to understand its unique culture and the dual impacts of changes in technology and the international environment on the intelligence community. It will develop a proposed change in the US intelligence community to help better address the challenges of the 21st century.

Goals

There are two goals to the class. The first is to give you a broad understanding of the U.S. intelligence community, how it works today, the challenges in collection methods, analysis of raw inputs and the complications of effectively communicating intelligence to those who need it.

The second goal is to study the social and technical forces that are leading to changes in the ways that the Intelligence Community functions.

Class Structure

The class will be taught as a seminar. Classes will be comprised of lectures and class discussion. Lectures will elaborate on the reading material, but will not repeat or summarize the readings. The class will discuss the reading materials

with an emphasis on the implications of the readings on national security and the evolution of the U.S. intelligence community.

It is particularly important to attend the first class session. The first lecture will summarize the primary points and to be presented during the entire course. A knowledge of these basics will help you understand the broader meaning of the material presented during the course. It will also significantly help you select your term paper topics.

In Class Exercises

There are three in class exercises. Attendance is mandatory for those classes unless there is a very good reason for your absence. In each exercise, we will simulate some important aspect of intelligence. If there is an unavoidable reason you cannot attend an exercise, you can get credit for the exercise by writing a 5 page paper on the subject of the exercise.

Required Readings

- Required readings are specified in the approximate schedule below. Most of the reading material is contained in the assigned texts.
- A significant amount of reading material is either available via e-reserves or is available on the Internet
- The total reading for the class is approximately 1100 pages.
- The reading is not evenly distributed across the semester. Some weeks have a lot while others have light reading. You should look carefully at the reading assignments and pace your work so that you are not overwhelmed on the weeks with many pages of reading.

Papers

Four short papers approximately 5 pages long are required during the semester. The topics are described in this syllabus. The 5-page guideline is an approximation. You are not held to it.

A 15-20 double spaced page research term paper on the intelligence process will be required by November 22. Five suggested topics will be presented in class. Students can choose another topic if they choose, but I must see the topic and agree to it. The term paper is a research paper and not an essay. You are expected to do significant external research (including reading) that enables you to test an hypothesis.

Submitting papers

I prefer to work electronically. Please submit your papers as attachments to e-mails using the following address: iit.assignments@gmail.com. I prefer papers to be submitted in MS Word. If that presents a problem for any of you, please let

me know early in the semester so that I can make arrangements to be able to read and comment on the papers. Please do not submit papers in PDF because I cannot make comments on them electronically. In order for me to keep records of who has submitted which papers, I require you to use the following naming convention for your papers:

Short papers: “short paper 1,2,3 or 4 student name e.g. ‘short paper 3 P Jones’ ”

Term papers: “Term paper student name e.g ‘term paper P Jones’ ”

I will return papers electronically with comments. In most cases, the comments will use MS Word Track changes.

If you wish, you may hand in hard copy.

Class Participation

The class will be a seminar and class participation will be an important part of the course. A significant part of each class will be a discussion of the reading material. You must be prepared to voice your understanding of the readings and the implications of the readings. There will be some classroom exercises in which you will be expected to take on the roles of intelligence organizations and individual decision makers in the national security arena.

Class participation guidelines

Class participation will be graded every two weeks. If you miss a class you can submit a one-page review of the day’s reading to make up for the lack of participation.

Participation is heavily weighted by frequency of participation. Those who volunteer frequently will receive higher participation grades than those who do not. In every two-week period everyone will either volunteer or be called upon at least once. The base grade for participation is an 80%. That will go up the more and better you participate. It will go down if you participate infrequently and/or poorly. The potential range for class participation will be from 60% to 100%.

I have found over the years that students rarely say anything foolish in class although some will occasionally say something brilliant. While I realize that you will not all feel comfortable speaking out in class, it is the best way for you to learn and it is a skill you will need in most jobs you may get after school. Employees who sit silently and contribute little are often assumed to have nothing to say at all. That is worse than speaking up and occasionally saying something you do not think reflected well on you. The bottom line is that without satisfactory class participation, it will be difficult to get an A in the class.

If you miss a class, you can submit a one page paper that discusses the implications of the assigned readings. I do not want a summary of the readings. I want you to address what the implications of the readings are on intelligence and/or national security.

Quizzes and Tests

No quizzes or tests are planned for the course.

Books

Required

Required books are available from the bookstore and also on the internet from vendors such as Amazon.com, Powell.com and numerous others.

Tuchman, Barbara, *The Zimmerman Telegram* New York, Ballantine Books, 1985

Walton, Timothy, *Challenges in Intelligence Analysis* Cambridge, New York University Press, 2010

Lowenthal, Mark, *Intelligence: From Secrets to Policy, fourth edition* Washington DC, QC Press 2009 (be sure to get the 4th edition if you are not purchasing from the AU bookstore)

Sims, Jennifer and Burton Gerber (ed), *Transforming U.S. Intelligence* Georgetown University Press, Washington DC 2005

Axelrod, Alan *The War Between the Spies* New York, Atlantic Monthly Press 1992 This book is out of print, but Amazon.com, Abebooks.com, and powells.com collectively have many copies available.

Suggested but Not Required

Two other books have lengthy required readings that are available via e-books. However, at the end of the spring semester, several students said they wish they had purchased the following two books partly because they did not enjoy long readings on the computer and partly because they really enjoyed the books.

Bamford, James *The Shadow Factory* New York, Doubleday, 2008

Communication

I enjoy communicating with students and do so frequently. You will receive many e-mails from me during the semester. I monitor my e-mail closely and respond

pretty quickly. My e-mail address is martinmc@american.edu. It is linked to my gmail address which is david.msquared@gmail.com. I can be reached by phone at 202.363.2862 or my cell is 202.363.2863. If you need to talk matters over, let me know and I will set up a meeting with you.

Term Paper Suggestions

Suggestions for Term Papers

The following list contains suggestions for term paper topics. Each of these subjects will be addressed during the course. However, I am expecting that you will go well beyond what we discuss in class. I would expect you to do some independent research to help you develop and support whatever thesis you choose to take in the paper. As I mentioned in class, you are free to come up with your own topic, but if you do, you need to discuss it with me first. You do not have to make a presentation that agrees with my views on these subjects. A well-presented paper that comes to a conclusion different from mine is just fine.

- ❖ *Size as the core of today's intelligence failures*
 - Papers will discuss the basic proposition that the size of the IC has become its single biggest problem. The papers will evaluate whether or to what extent the growth of the IC has resulted in a decreased ability to address national security problems. The papers will provide detailed support of the evaluation. Papers may address the viability of reducing the size of the IC in order to improve its effectiveness.
- ❖ *The impact of globalization on the US intelligence community*
 - Papers will address the multiple aspects of globalism (including terrorism) and how they complicate the functioning of the US intelligence system. The papers will outline the changes that are necessary to function better in a globalized world.
- ❖ *Technology as the source and solution of today's intelligence failures*
 - These papers will describe how technology has affected the evolution of intelligence and how it has created serious and unresolved problems for the intelligence community. The papers will support or refute the idea that technology is the solution to the problems that it created.
- ❖ *Improving communications (within the intelligence community and between users and producers of intelligence) as a way to improve intelligence*
 - These papers will address the inhibitors to communications within the intelligence community and between the intelligence community and the users of intelligence. The papers will propose specific policies, procedures and/or technologies that would improve the communications problems that continue to lead to intelligence failures.

- ❖ *Providing a better incentive system to improve intelligence*
 - These papers will discuss the thesis that the US intelligence community does not provide incentives to its intelligence officers that lead to the production of high quality intelligence. The papers will discuss and critique the current incentive system and propose improvements

Grading

Short Papers

The papers described above will be graded on how thorough and insightful they are. The five-page estimate is only a guide. In the past, some students have been very successfully concise while others are far more verbal. You will not be held to any page limit.

Class Participation

You will be graded both on the quantity and quality of class participation. All students will be given ample opportunity to speak given discussion rules that will be announced. Quality of participation will be graded based on your evidence that you are familiar with the readings and your insights into what the readings tell us about national security, the evolution of national intelligence, foreign policy or domestic politics.

Class exercises

There will be 3 class exercises. Reading material will be distributed about a week before the class exercises. You are expected to read the material and be prepared to adopt the roles you are assigned for the exercises. You will be graded on how well prepared you are for the exercises and how well you carry out your assigned roles. Attendance at the class exercises is mandatory.

Term Paper

The term paper is a research paper and not an essay. You are expected to establish an hypothesis and do research to test it. The test does not have to be quantitative, but it does need to be based on acceptable information including the views of experts. You are required to do serious reading beyond the assigned books and you must cite the material you use. An essay that simply presents your opinion on a subject will not receive a good grade regardless of how brilliant your thoughts are. The term papers will be primarily graded on the thoroughness and insights about the intelligence topics that they address. Of

course, quality of writing and the use of citations will be a part of the grade. As with the short, the length is a guide. You will not be penalized for papers that are longer than or shorter than the recommendation.

Item	% of Grade
Class Participation	20%
Short Papers	28%
Class exercises	12%
Term paper	40%

I will use the following standard for grading:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0 -59

Academic Integrity Code

All students must adhere to the Academic Integrity Code (<http://www.american.edu/provost/registrar/regulations/reg80.cfm>). As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a

period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods.

Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([www. prepared.american.edu](http://www.prepared.american.edu)) and the AU information line at [\(202\) 885-1100](tel:(202)885-1100) for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

APPROXIMATE SCHEDULE

Version in "Course Documents" Will Be Current

Assignments: Intelligence In Transition- Fall 2011

Dates	Subject	Readings, Pages	Assignments
29-Aug	Introductions and class overview		
1-Sep	Course in a day: Overview of the content of the course	Sims and Gerber: Introduction & Part 1 - New Requirements	
8-Sep	Backdrop of Intelligence	Walton Parts I and II	
12-Sep	War of Revolution	Corson 485-521 e-reserves	
15-Sep	Intelligence in 19th Century	· Richelson 3-30 e-reserves	
		· Axelrod 1-70, 145-157	
19-Sep	Zimmerman Telegram: The complete story of one of the world's greatest intelligence successes. Discussion of how it displayed all aspects of the intelligence process	Tuchman: entire book	
22-Sep	WW I up to WW II	Walton Chapters 9&10 Richelson 31-102 e-reserves	Paper 1: "Factors Driving Early Intelligence" Identify and discuss the major factors that led to the evolution of intelligence from 1776 to 1920
26-Sep	WW II Pearl Harbor and the development of modern	Walton: Chapters 12-14	

	Intelligence		
29-Sep	Intelligence disciplines and how they developed	Lowenthal 68-108, Odom 115-168 e-reserves	
3-Oct	Impact of the Cold War	Walton Part IV	Paper 2: "Intelligence Disciplines" Describe the five major intelligence disciplines and their strengths and weaknesses
6-Oct	Intelligence and domestic law enforcement	Walton Part VI	
10-Oct	Formalizing the intelligence structure: Intelligence dogma, vocabulary and formal reporting structure	Lowenthal 11 - 67 Odom 8-52	
13-Oct	Intelligence Class Exercise	Class handouts	Class exercise on solving an intelligence challenge - mandatory attendance
17-Oct	Security and how it works: Description of security and how it helps and hinders intelligence	Sims and Gerber: Chapter 8 Denial and Deception	
20-Oct	Security continued, Protecting civil rights: Challenges of protecting civil rights from a non-national threat	Lowenthal 255 - 272	Paper 3: "Legacy of the Cold War" Describe how the cold war influenced today's intelligence and how it affects the ability to address the

			current threat.
24-Oct	The 9/11 story: How we failed to work together Linking the collection disciplines	<i>Bamford 7-98 e-reserves</i>	
27-Oct	Searching and discovery: The changes it brings to analysis (and the security implications)	<i>Class Lecture</i>	
31-Oct	Establishing intelligence requirements	<i>Lowenthal 174-188, Sims and Gerber Chapter 9 Managing ... Requirements, "Global Trends 2025" at www.dni.gov/nic/NIC_2025_project.html</i>	
3-Nov	Requirements exercise	<i>Handouts</i>	Class exercise on intelligence requirements - mandatory attendance
7-Nov	Analyzing Intelligence Data	<i>Lowenthal Chapter 6 Analysis, Sims and Gerber: Chapters 7 and 13</i>	Paper 4: "Users and Their Requirements" Describe and evaluate the current mechanisms of interactions between users and providers of intelligence. How could they be improved?
10-Nov	Delivering intelligence: How it is done and what the challenges are.	Class lecture	
14-Nov	From the eyes of the directors	Turner 122-137, 157-188 , 243-269 e-reserves	

17-Nov	Size: the IC's biggest problem	Washington Post "Top Secret America" and WP July 25 Slade Gordon, "Government's Growing Intelligence Network: Is it too big? E-reserves	
21-Nov	Organizational Intelligence: What does organizational intelligence mean and how do we acquire it?	Holldobler and Wilson, 4-13 & 60-66, Bonnie Bassler at http://www.ted.com/talks/bonnie_bassler_on_how_bacteria_communicate.html	
28-Nov	Open source and new sources	Sims and Gerber: Chapters four and five.	Term Papers Due
1-Dec	The new threat	Sims and Gerber Chapters Ten and Eleven	
5-Dec	Back to the big picture	Sims and Gerber Chapter 14	
8-Dec	Final class exercise	Class handouts	Class exercise: National Security Council Meeting on Intelligence Transition - Mandatory Attendance