

University of Georgia
INTL 4440H: Strategic Intelligence (Honors)
Fall 2020
Room – LeConte Hall 322
Time – Tuesdays and Thursdays 9:35-10:50 AM

Instructor: Charlie Carlee
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Office Hours: By Appointment (virtual)

Course Description and Objectives:

The primary objective of this course is to provide an examination of the intelligence enterprise by focusing on the strategic level of analysis. Students will explore the acquisition and analysis of intelligence concerning both domestic and international security challenges, as well as clandestine operations abroad to influence events and shield the nation's institutions against hostile intelligence services and other security concerns. Throughout the semester, this course will aim to prepare students to address the intelligence apparatus through theory, empirics, ethics, reforms, and specific case studies.

Required Reading:

There are two (2) required texts for this course:

- Johnson, Loch (ed). 2014. *Essentials of Strategic Intelligence*. Santa Barbara, CA: Praeger. [Johnson]
- McDowell, Don. 2009. *Strategic Intelligence*. Lanham, MD: Scarecrow Press. [McDowell]

Additional readings can be found via eLC, unless otherwise noted.

Course Evaluation and Grading

Your final grade will be based on the sum of points earned from each of the following assignments:

Participation:	10%
Short Papers:	15%
Midterm Exam:	25%
Final Exam:	25%
Paper:	25%

Course Structure: This course will use a hybrid-flexible (hyflex) approach to ensure that all students can participate within the course instruction. Students will be separated into two groups (Group 1 and Group 2). These groups will be assigned prior to the semester start and posted on eLC.

During the first half of the semester (prior to midterm), the course will provide online instruction via a weekly lecture series hosted via eLC; this will take the place of the usual Tuesday classes.

During the following Thursdays, class will meet face-to-face. These in-person lectures will also be simultaneously broadcasted via Zoom, as well as recorded and uploaded to eLC following the class meeting for posterity.

During the second half of the semester (after the midterm), the course will provide in-person instruction each class meeting. These meetings will again be simultaneously broadcasted via Zoom, as well as recorded and uploaded to eLC for posterity.

Finally, after resuming class instruction after the conclusion of the Thanksgiving break, the course will move to a completely online format, wherein the class will meet in its entirety via Zoom and discuss that week's subject matter. These meeting as well, will be recorded and uploaded to eLC.

Note: All Zoom meeting rooms will be password-protected. The meeting rooms will be scheduled, and passwords distributed prior to semester start.

Attendance: There is no formal attendance policy for this course. However, your regular attendance – either in-person or virtually – is necessary for success in this class because missing class disrupts your ability to participate and turn in assignments. It also detracts from other students' opportunities to benefit from your insights during discussions.

Participation: Participation in class will account for 10 percent of your final grade. A successful student will voluntarily make substantive contributions to class discussion each class, volunteers comments and questions that demonstrate thorough completion of the assigned readings, and actively participates in assigned group work. Simply showing up to class does not constitute participation. Further, disruptive or disrespectful behavior such as using cell phones, sleeping, or surfing the web will cause a deduction in your participation grade, regardless of your fulfillments of the above expectations.

Short Papers: Throughout the semester, three (3) activities will be presented to the class. Each student is expected to complete the activities in their entirety and submit a write-up via eLC. The write-ups will be due on eLC by 11:59PM of the Monday following the discussion of readings. More information concerning the activities will be given in class nearer to the dates.

Exams: Both the midterm and final exams will draw upon both the assigned readings and class materials. Lectures and class discussions are intended to supplement, not replace, the readings. You are responsible for all information in the assigned readings, even if we have not gone over it in lecture, unless otherwise noted by the instructor. The exams will be supplied via eLC and will be in essay format. More information will become available nearer to exam dates.

Paper: Each student will submit an 12-15 page paper detailing a topic of the student’s choice from the list supplied below:

- Topic 1: Assassination as a primary option
- Topic 2: The ethics of espionage
- Topic 3: Organizational reform of the intelligence community
- Topic 4: Intelligence and forgotten threats [e.g. environmental and health security]
- Topic 5: Spies and the role of media

Each paper should analyze on the previously stated topics through a historical, political, strategic, and/or ethical lens. Final papers will be due by 11:59PM on Tuesday, 8 December. An Assignment folder will be on eLC for students to submit their papers. Late papers will be penalized 10 points per day from final paper grade. Additional details and a rubric for the paper will be discussed and given later in the semester.

Overall Grades: Letter grades are constructed to reflect the university standards posted at [http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html], which are summarized below. Letter grades will be based on how many points you earn according to the following distribution:

93-100	A	90-92	A-	
87-89	B+	83-86	B	80-82 B-
77-79	C+	73-76	C	70-72 C-
60-69	D			
< 60	F			

Course Policies

Academic Honesty

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: www.uga.edu/honesty. Lack of Knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Disability Statement

Students with disabilities that have been certified by the UGA Disabilities Services offices will be accommodated according to university policy. Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment. For more information, contact UGA Disabilities Services at 706-542-8719.

Student Resources

You can increase your chance of success in this course by using UGA’s academic services. The Division of Academic Enhancement offers tutoring in Collaborative Academic and Retention Effort (CARE) that can help with overall course performance and in writing that can help with critical thinking exercises. You can set an appointment at [<http://dae.uga.edu/>], and the phone

number is 706-542-7575. You also may check out opportunities at the Miller Learning Center [<http://mlc.uga.edu/>] and the Writing Center [<http://writingcenter.english.uga.edu/>].

Coronavirus Information

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing.

Anyone not using a face covering when required will be asked to wear one or must leave the area. Face shields are NOT a substitute for face masks. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

What do I do if I have symptoms:

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed:

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test:

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive:

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Course Schedule

The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

- **Week 1 (20 AUG – Course Introduction)**
 - 20 AUG (Online – Zoom)
- **Week 2 (25/27 AUG – Intelligence Structure)**
 - 25 AUG (Online – eLC Lecture)
 - Add/Drop Ends on 26 AUG
 - 27 AUG (In-Class – Group 1)
 - Reading:
 - Johnson, Chapter 2
 - McDowell, Chapter 2
 - Johnson, Loch. 2003. “Bricks and Mortar for a Theory of Intelligence.” *Comparative Strategy* 22. 1-28.
 - Turner, Michael. 2004. “A Distinct U.S. Intelligence Identity.” *International Journal of Intelligence and Counterintelligence* 17. 42-61.
 - Warner Michael. 2002. “Wanted: A Definition of Intelligence.” *Studies in Intelligence* 46. 15-23.
 - Available at: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no3/article02.html>
- **Week 3 (1/3 SEP – Intelligence Cycle)**
 - 1 SEP (Online – eLC Lecture)
 - 3 SEP (In-Class – Group 2)
 - Reading:
 - Johnson, Chapter 4
 - Phythian, Mark. 2013. “The Past and Future of the Intelligence Cycle.” *Understanding the Intelligence Cycle*. 9-20.
 - **Activity 1**

- **Week 4 (8/10 SEP – Planning and Direction)**
 - 8 SEP (Online – eLC Lecture)
 - 10 SEP (In-Class – Group 1)
 - Reading:
 - McDowell, Chapters 8 and 9
 - Anton, Catalin. 2015. “Intelligence Cycle Planning in Military Coalition Operations.” *Journal of Defense Resource Management* 6(1). 133-136.
 - Duczynski, G. and C. Knight. 2018. “Strategic-Intelligence Analysis: Contributions from and Operational Design Orientation.” *Journal of Informational Warfare* 17(1). 16-30.
 - Sallot, Steve. 2017. “Clarifying the Role of the Intelligence Planner.” *Military Intelligence Professional Bulletin*.
- **Week 5 (15/17 SEP – Collection)**
 - 15 SEP (Online – eLC Lecture)
 - 17 SEP (In-Class – Group 2)
 - Reading:
 - Johnson, Chapter 5
 - McDowell, Chapter 13
 - Richelson, Jeffrey. 2007. “The Technical Collection of Intelligence.” Loch K. Johnson (ed.) *Handbook of Intelligence Studies*. London: Routledge. 105-117.
 - Stephen C. Mercado, Stephen. 2004. “Sailing the Sea of OSINT in the Information Age.” *Studies in Intelligence* 48(3). 45-56.
 - Available at: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol48no3/article05.html>
 - **Activity 2**
- **Week 6 (22/24 SEP – Processing)**
 - 22 SEP (Online – eLC Lecture)
 - 24 SEP (In-Class – Group 1)
 - Reading:
 - McDowell, Chapter 14
 - Borel, Paul. 1995. “On Processing Intelligence Information.” *CIA Studies Archives*.
 - Available at: https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol3no1/html/v03i1a03p_0001.htm#:~:text=The%20cycle%20of%20organizational%20activity,reports%20prepared%20for%20policy%20makers
 - Dimitrov, Nedailko, Moshe Kress, and Yuval Nevo. 2016. “Finding the Needle in the Haystack: Efficient Intelligence Processing.” *Operational Research Society*.
 - Palfrey, Arpad. 2015. “Bridging the Gap between Collection and Analysis: Intelligence Information Processing and Data Governance.” *International Journal of Intelligence and Counterintelligence* 28.

- **Week 7 (29 SEP/ 1 OCT – Analysis)**
 - 29 SEP (Online – eLC Lecture)
 - 1 OCT (In-Class – Group 2)
 - Reading:
 - McDowell, Chapters 15 and 17
 - Bruce, James. 2008. “The Missing Link: The Analyst-Collector Relationship.” Roger Z. George and James B. Bruce (eds.). *Analyzing Intelligence: Origins, Obstacles, and Innovations*. Washington, D.C.: Georgetown University. 191-212.
 - Davis, Jack. 1995. “A Policymaker’s Perspective on Intelligence Analysis.” *Studies in Intelligence* 38. 7-15.
 - Available at: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/95unclass/Davis.html>
 - **Activity 3**
- **Week 8 (6/8 OCT – Dissemination and Integration)**
 - 6 OCT (Online – eLC Lecture)
 - 8 OCT (In-Class – Group 1)
 - Reading:
 - Johnson, Chapter 6 and 7
 - Betts, Richard. 1988. “Policy Makers and Intelligence Analysts: Love, Hate, or Indifference.” *Intelligence and National Security* 3. 184-189.
- **Week 9 (13/15 OCT – Cycle Review / Midterm)**
 - 13 OCT (In-Class – Group 2)
 - 15 OCT (Online – Midterm)
 - Reading:
 - Johnson, Chapter 8
- **Week 10 (20/22 OCT – Counterintelligence Part 1)**
 - 20 OCT (In-Class – Group 1)
 - 22 OCT (In-Class – Group 2)
 - Reading:
 - Johnson, Chapter 14
 - Ehrman, John. 2009. “What Are We Talking about When We Talk about Counterintelligence?” *Studies in Intelligence* 53(2). 5-20.
 - Olson, James. 2001. “The Ten Commandments of Counterintelligence.” *Studies in Intelligence* 11. 81-87.
 - Available at: https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/fall_winter_2001/article08.html
 - Taylor, Stan, and Daniel Snow. 1997. “Cold War Spies: Why They Spied and How They Got Caught.” *Intelligence and National Security* 12. 101-125.
 - Wattering, Frederick. 2000. “Counterintelligence: The Broken Triad.” *International Journal of Intelligence and Counterintelligence* 13. 265-299.

- **Week 11 (27/29 OCT – Counterintelligence Part 2)**
 - 27 OCT (In-Class – Group 1)
 - Withdrawal Deadline
 - 29 OCT (In-Class – Group 2)
 - Reading:
 - Johnson, Chapters 15 and 16
 - Cilluffo, Frank, Ronald A. Marks, and George C. Salmoiraghi. 2002. “The Use and Limits of U.S. Intelligence.” *Washington Quarterly* 25. 61-74.
 - Johnson, Loch. 1989. “The Huston Plan.” *America’s Secret Power: The CIA in a Democratic Society*. New York: Oxford University. 133-156.
- **Week 12 (3/5 NOV – Covert Action Part 1)**
 - 3 NOV (In-Class – Group 1)
 - 5 NOV (In-Class – Group 2)
 - Reading:
 - Johnson, Chapter 9
 - Barry, James. 1993. “Covert Action Can Be Just.” *Orbis* 37. 375-90.
 - Church, Frank. 1976. “Covert Action: Swamp of American Foreign Policy.” *Bulletin of the Atomic Scientists* 32. 7-11.
 - Colby, William. 1999. “Skis and Daggers.” *Studies in Intelligence*. 53-60.
 - Johnson, Loch. 1992. “On Drawing a Bright Line for Covert Operations.” *American Journal of International Law* 86. 284-309.
 - Richard L. Holm, Richard. 2003. “Recollections of a Case Officer in Laos, 1962-1964.” *Studies in Intelligence* 47(1). 1-17.
- **Week 13 (10/12 NOV – Covert Action Part 2)**
 - 10 NOV (In-Class – Group 1)
 - 12 NOV (In-Class – Group 2)
 - Reading:
 - Johnson, Chapter 12 and 13
 - Berkowitz, Bruce, and Allan E. Goodman. “The Logic of Covert Action.” *National Interest* 51. 38-46.
 - Daugherty, William. 2004. “Approval and Review of Covert Action Programs since Reagan.” *International Journal of Intelligence and Counterintelligence* 17. 62-80.
 - Kibbe, Jennifer. 2004. “The Rise of the Shadow Warriors.” *Foreign Affairs* 83. 102-115.
 - Stiefler, Todd. 2004. “CIA’s Leadership and Major Covert Operations: Rogue Elephants or Risk-Averse Bureaucrats?” *Intelligence and National Security* 19. 632-654.

- **Week 14 (17/19 NOV – Oversight Part 1)**
 - 17 NOV (In-Class – Group 1)
 - 19 NOV (In-Class – Group 2)
 - Reading:
 - Johnson, Chapter 18
 - CIA Oral History Archives. 2007. “Reflections of DCIs Colby and Helms on the CIA’s ‘Time of Troubles.’” *Studies in Intelligence* 51(3). 11-28.
 - Available at: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol51no3/reflections-of-dci-colby-and-helms-on-the-cia2019s-201ctime-of-troubles201d.html>
 - Johnson, Loch. 2005. “Accountability and America’s Secret Foreign Policy: Keeping a Legislative Eye on the Central Intelligence Agency.” *Foreign Policy Analysis* 1(1). 99-120.
 - Johnson, Loch. 2019. “Spies and Scholars in the United States: Winds of Ambivalence in the Groves of Academe.” *Intelligence and National Security* 34(1). 1-21.
- **Week 15 (24 NOV – Oversight Part 2)**
 - 24 NOV (In-Class – Group 1)
 - Reading:
 - Johnson, Chapter 19 and 20
 - Hitz, Frederick. 2002. “Unleashing the Rogue Elephant: September 11 and Letting the CIA Be the CIA.” *Harvard Journal of Law & Public Policy* 25. 756-781.
 - Manget, Frederic. 1966. “Another System of Oversight: Intelligence and the Rise of Judicial Intervention.” *Studies in Intelligence* 39. 43-50.
 - Oakley, David. 2009. “Taming a Rogue Elephant?” *American Journal of Intelligence*. 61-67.
 - Ott, Marvin. 2003. “Partisanship and the Decline of Intelligence Oversight.” *International Journal of Intelligence and Counterintelligence* 16. 69-94.

- **Week 16 (1/3 DEC – Ethics / Conclusion)**
 - DEC 1 (Online – Zoom)
 - DEC 3 (Online – Zoom)
 - Reading:
 - Bellaby, Ross. 2012. “What’s the Harm? The Ethics of Intelligence Collection.” *Intelligence and National Security* 1. 93-117.
 - Canon, David. 1980. “Intelligence and Ethics: The CIA’s Covert Operations.” *Journal of Libertarian Studies* 4(2). 197-214.
 - Godfrey, E. Drexel. 1977. “Ethics and Intelligence.” *Foreign Affairs* 624.
 - Herman, Michael. 2004. “Ethics and Intelligence after September 2001,” L.V. Scott and P.D. Jackson (eds.). *Understanding Intelligence in the Twenty-First Century: Journeys into Shadows*. London: Routledge. 180-194.
 - Omand, David, and Mark Phythian. 2013. “Ethics and Intelligence: A Debate.” *International Journal of Intelligence and Counterintelligence* 1. 38-63.
- **Final Exams due by 11:00AM on Thursday, 17 DEC via eLC.**

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.