Instructor: Charlie Carlee
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Office: Holmes Hunter 320G
Office Hours: Tuesday and Thursday 1:00-2:00PM, or by appointment

Course Description and Objectives:

The primary objective of this course is to provide and examination of the intelligence enterprise by focusing on the strategic level of analysis. Students will explore the acquisition and analyzation 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 text 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:

Attendance	10%
Participation:	10%
Short Papers:	25%
Midterm Exam:	25%
Paper:	30%

Course Structure: This course will use a face-to-face structure with an emphasis on seminar-based format, rather than lecture-based. This means that instruction will be focused on discussion, although lecture will be used when and where appropriate.

Attendance: Your regular attendance 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. You are allowed three unexcused absences, and your grade will be penalized for every absence after that.

Excused absences will only be granted for extenuating circumstances such as serious health issues, family emergencies, or university-sponsored events. To apply for an excused absence, you must provide the appropriate documentation that corresponds with the date of the absence.

Participation: Participation in class will account for ten (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, five (5) activities will be presented to the class. Each student is expected to complete the activities in their entirety and submit a write-up due by the beginning of class on the designated day. More information concerning the activities will be given in class nearer to the dates.

Midterm Exam: The midterm exam 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. Make-up exams will only be given in cases covered under the excused absences section. If you know you will miss an exam, arrangements can be made at least one week in advance. Midterm exams will be given in class on the assigned date at the regular class time.

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: Organizational Reform of the Intelligence Community
- Topic 3: Intelligence and Forgotten Threats [e.g. environmental and health security]
- Topic 4: Spies and the Role of Media
- Topic 5: The Ethics of Espionage

Each paper should analyze on the previously stated topics through a historical, political, strategic, and/or ethical lens. Deadlines for this project include:

- Annotated bibliography: This consists of a list of scholarly works that the student has found, examined, and determined might be included in the paper, along with a few sentences for each source on why it is relevant and how it might be used. This is due by the beginning of class on 30 SEP. This is worth 2.5 points of the overall paper grade.
- Outline: Students should construct a short (1-2 page) outline in which they sketch the relevant historical and theoretical perspectives, as well as the structure of their analysis and conclusions. The history section of the paper should not appear in the outline

submitted to the instructor. The outline is due by the beginning of class on 26 OCT. This is worth 2.5 points of the overall paper grade.

- Final paper: The final draft of the research paper is due by the beginning of class on Thursday, 2 DEC. Late papers will be penalized 10 points per day from final paper grade.

Additional details on each stage of the process, as well as 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.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Preferred Name and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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/].

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. Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: https://caps.uga.edu/, TAO Online Support (https://caps.uga.edu/tao/), 24/7 support at 706-542-2273. For crisis support: https://healthcenter.uga.edu/emergencies/. Additional resources can be accessed through the UGA App.

Coronavirus Information

Face coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – https://www.uhs.uga.edu/healthtopics/covid-vaccine.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: https://georgia.gov/covid-vaccine.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: https://www.usg.edu/vaccination

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walkin. For emergencies and after-hours care, see, ttps://www.uhs.uga.edu/info/emergencies.

What do I do if I test positive for COVID-19?

If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck (https://dawgcheck.uga.edu/) and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu.

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 – Introduction**
  - 19 AUG
- **Week 2 – Intelligence Structure**
  - Drop/Add Deadline: 24 AUG
  - 24 AUG – What is Intelligence?
  - 26 AUG – Who is the Intelligence Community (IC)?
  - 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.
- **Week 3 – Intelligence Cycle**
  - 31 AUG – Overview
  - 2 SEP – Critiques
  - Reading:
    - Johnson, Chapter 4
    - Phythian, Mark. 2013. "The Past and Future of the Intelligence Cycle." *Understanding the Intelligence Cycle*. 9-20.
  - **Activity 1 –** Revamping the Intelligence Cycle
    - Due 9 SEP

- **Week 4 – Planning and Direction**
  - 7 SEP – Modelling and Planning
  - 9 SEP – Role of the Intelligence Planner
    - Activity 1 due
  - 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 – Collection**
  - 14 SEP – Intelligence Types (INTs)
  - 16 SEP – Collection Management
  - 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.
    - Mercado, Stephen. 2004. "Sailing the Sea of OSINT in the Information Age." *Studies in Intelligence* 48(3). 45-56.
  - **Activity 2** – Managing the PIR
    - Due 23 SEP
- **Week 6 – Processing**
  - 21 SEP – Evaluation and Collation
  - 23 SEP – Old vs. New Methods
    - Activity 2 due
  - Reading:
    - McDowell, Chapter 14
    - Borel, Paul. 1995. "On Processing Intelligence Information." *CIA Studies Archives*.
    - 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 – Analysis**
  - o 28 SEP – Purpose and Methods
  - o 30 SEP – Practical Application
    - ▪ Annotated Bibliography due
  - o 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.
  - o **Activity 3 –** Practical Application Reflection
    - ▪ Due 7 OCT
  - o **Activity 4 –** Analysis Critique
    - ▪ Due 14 OCT
- **Week 8 – Dissemination and Integration**
  - o 5 OCT – Intelligence Failures
  - o 7 OCT – Cycle Review
    - ▪ Activity 3 due
  - o Reading:
    - ▪ Johnson, Chapter 6, 7, and 8
    - ▪ Betts, Richard. 1988. "Policy Makers and Intelligence Analysts: Love, Hate, or Indifference." *Intelligence and National Security* 3. 184-189.
- **Week 9 – Midterm**
  - o 12 OCT – Midterm Review
  - o 14 OCT – Midterm Exam
    - ▪ Activity 4 due
- **Week 10 – Counterintelligence, Part 1**
  - o 19 OCT – Overview
  - o 21 OCT – Tradecraft
  - o 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.
    - ▪ Taylor, Stan, and Daniel Snow. 1997. "Cold War Spies: Why They Spied and How They Got Caught." *Intelligence and National Security* 12. 101-125.
    - ▪ Wettering, Frederick. 2000. "Counterintelligence: The Broken Triad." *International Journal of Intelligence and Counterintelligence* 13. 265-299.

- **Week 11 – Counterintelligence, Part 2**
  - Withdrawal Deadline: 25 OCT
  - 26 OCT – Counterterrorism
    - Outline due
  - 28 OCT – Counterintel and Civil Liberties
  - 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 – Covert Action, Part 1**
  - 2 NOV – Overview
  - 4 NOV – Perceptions
  - Reading:
    - Johnson, Chapter 9
    - Barry, James. 1993. "Covert Action Can Be Just." *Orbis* 37. 375-90.
    - Church, Frank. 1976. "Covert Action: Swampland 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.
    - Holm, Richard. 2003. "Recollections of a Case Officer in Laos, 1962-1964." *Studies in Intelligence* 47(1). 1-17.
- **Week 13 – Covert Action, Part 2**
  - 9 NOV – Case Studies / Practical Application
  - 11 NOV – Implications
  - 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.
  - **Activity 5** – Practical Application Reflection
    - Due 18 NOV

- **Week 14 – Oversight**
    - 16 NOV – What is Oversight and Accountability?
    - 18 NOV – Oversight and Accountability in the US Context
        - Activity 5 due
    - Reading:
        - Johnson, Chapter 18, 19, and 20
        - 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.
        - 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.
        - 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.
        - 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 15 – Public Perceptions**
    - 23 NOV – The Good, the Bad, and the Ugly
    - 25 NOV – No class (Thanksgiving)
- **Week 16 – Ethics / Conclusion**
    - 30 NOV – Ethical Intelligence?
    - 2 DEC – Conclusion
        - Papers due
    - Reading:
        - Johnson, Chapter 19 and 20
        - 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.