

POLS/CRJU 4220
Spring 2003
M–W 1730–1845

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Spies and Statecraft: The Role of Intelligence in Policymaking

INTRODUCTION:

The Central Intelligence Agency defines intelligence as, “...knowledge and foreknowledge of the world around us. The prelude to decision and action by U.S. policymakers. Intelligence organizations provide this information in a fashion that helps consumers, either civilian leaders or military commanders, to consider alternative options and outcomes. The intelligence process involves the painstaking and generally tedious collection of facts, their analysis, quick and clear evaluations, production of intelligence assessments, and their timely dissemination to consumers. Above all, the analytical process must be rigorous, timely, and relevant to policy needs and concerns.”

In this course, we will examine intelligence from the political science, or process, approach. We will see how the U. S. Intelligence Community is organized, what it does, and if it makes a difference in the policymaking process. We will, I hope, come to understand that intelligence plays a critical support role in everything this country does in foreign affairs and national security. It is my opinion, that unless one understands the role of intelligence in policymaking one cannot understand U. S. foreign policy. Because the U. S. is such a colossus on the world stage, it is difficult to understand international relations—how the world works—without a general knowledge of how the U. S. foreign policy community and the U. S. Intelligence Community work together.

COURSE OBJECTIVES:

Study the role of intelligence in national security and foreign policymaking

Provide the student with an understanding of the functions, methods, and purposes of professional intelligence work.

Discuss the problems and controversies associated with intelligence to arrive at informed opinions regarding the proper role of intelligence in a democracy, and the American political system.

Assess the need to reorient the U. S. Intelligence Community to respond to the emerging threats of the 21st century: international terrorism, trans-national crime, economic espionage, and military threats.

REQUIRED TEXTS:

Eftimiades, Nicholas. *Chinese Intelligence Operations*, (Annapolis, MD: Naval Institute Press, 1994) ISBN 1557502145.

Lowenthal, Mark M. *Intelligence: From Secrets to Policy*, (Washington Congressional Quarterly Press, 2000) ISBN 1568025122.

OPTIONAL TEXT:

Richelson, Jeffrey T. *The U.S. Intelligence Community*, (Boulder, CO: Westview Press, 1999) ISBN 0813368936.

COURSE OUTLINE AND SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
8 Jan	Overview of class; review course syllabus; discuss projects, and course requirements.	
13 Jan	Setting the Stage: What is intelligence and why is it needed?	Chap 1–Lowenthal
15 Jan	The U. S. Intelligence Community	Chaps 2&3–Lowenthal
20 Jan	Martin Luther King Holiday	
22 Jan	The U.S. Intelligence Community	
27 Jan	Chinese Intelligence Operations	Part 1–Eftimiades
29 Jan	Chinese Intelligence Operations	
3 Feb	Chinese Ministry of State Security	Part 2– Eftimiades
5 Feb	Chinese Ministry of State Security	

10 Feb	China's Intelligence Community	Part 3– Eftimiades
12 Feb	China's Intelligence Community	
17 Feb	The Intelligence Process–A Micro Look	Chap 4–Lowenthal
19 Feb	The Intelligence Process–Collection	Chap 5–Lowenthal
24 Feb	The Intelligence Process–Collection	
26 Feb	EXAM REVIEW	
	PROJECT 1 DUE	
3 Mar	MID–TERM EXAMINATION	
5 Mar	The Intelligence Process–Analysis http://www.odci.gov/cia/di/index.html <i>Analysis: How the DI Works</i>	Chap 6–Lowenthal
6 Mar	Last Day to Drop Class with “W”	
10 Mar	The Intelligence Process–Analysis www.cia.gov/csi/studies/97unclass/axioms.html Fifteen Axioms for Intelligence Analysts	
12 Mar	Serving the Consumer—Finished Intelligence www.cia.gov/csi/studies/97unclass/whithous.html Inside the White House Situation Room	
17 Mar	Role of the Policymaker in the Intelligence Process www.cia.gov/csi/studies/spring98/Congress.html <i>Congress as a User of Intelligence</i> http://www.cia.gov/csi/studies/96unclass/davis.htm <i>Paul Wolfowitz on Intelligence–Policy Relations</i> www.cia.gov/csi/studies/95unclass/Davis.html <i>A Policymaker's Perspective on Intelligence Analysis</i>	Chap 9–Lowenthal
19 Mar	Covert Action: Controversies and Problems http://www.ndu.edu/ndu/library/n1/99-E-13.pdf <i>Covert Action: A Very American Dilemma</i>	Chap 8–Lowenthal
24 Mar	Covert Action: Controversies and Problems http://www.ndu.edu/ndu/library/n1/99-E-08.pdf <i>Covert Action: Cold War Dinosaur or “Tool” for the 21st Century</i> http://www-hoover.stanford.edu/publications/digest/002/henrikson.html <i>Covert Operations, Now More Than Ever</i>	

- 26 Mar Paramilitary Operations:
The CIA's Secret Army?
<http://www.cia.gov/csi/studies/96unclass/iregular.htm>
Some Thoughts on Irregular Warfare
- 31 Mar Paramilitary Operations:
The CIA's Secret Army? Handout
"Secret Mission to Tibet"
Air & Space December 1997/January 1998
- 2 Apr Counterintelligence and Counter- Espionage: A Wilderness of Mirrors Chap 7–Lowenthal
Espionage: A Wilderness of Mirrors
<http://www.cia.gov/csi/studies/95unclass/Cram.html>
Of Moles and Manhunters
- 7 Apr Counterintelligence and Counter- Espionage: A Wilderness of Mirrors
http://www.fas.org/irp/ops/ci/hanssen_affidavit.html
http://www.fas.org/irp/ops/ci/hanssen_affidavit2.html
The Robert Hanssen Case (FBI)
- 9 Apr Counterintelligence and Counter-Espionage: A Wilderness of Mirrors
<http://www.loyola.edu/dept/politics/hula/hitzrept.html>
The Aldrich H. Ames Case (CIA)
- 14 Apr Intelligence in a Democratic Society: Chap 10–Lowenthal
Legal, Ethical, and Moral Issues
www.cia.gov/csi/studies/winter98-99/art07.html
Looking for the Rogue Elephant
www.cia.gov/csi/studies/spring98/Integrity.html
Integrity, Ethics, and the CIA
<http://home.earthlink.net/~davidlperry/covert.htm>
Repugnant Philosophy: Ethics, Espionage, and Covert Action
- 15 Apr Honors Day**
- 16 Apr The Old Intelligence Agenda: Chap 11–Lowenthal
A Historical Perspective
- 21 Apr The New Intelligence Agenda:
International Terrorism
Global Threats and Challenges Through 2015
http://fas.org/irp/congress/2001_hr/s010207t.html
Worldwide Threat 2001 (Tenant, DCI)
http://fas.org/irp/congress/2001_hr/s010207f.html
Worldwide Threat 2001 (Fingar, INR)
http://fas.org/irp/congress/2001_hr/s010207w.html
Worldwide Threat 2001 (Wilson, DIA)
- 16 Apr The New Intelligence Agenda:
Trans-National Crime

- 23 Apr The New Intelligence Agenda:
Economic Espionage
<http://www.nacic.gov/reports/fy00.htm>
*Annual Report to Congress on Foreign Economic Collection and Industrial Espionage
2000*
- 23 Apr **PROJECT 2 DUE**
- 28 Apr The New Intelligence Agenda:
Homeland Defense
www.cia.gov/csi/studies/97unclass/failure.html
The Coming Intelligence Failure
- STRATFOR Report “*U. S. National Security
Abuzz With Homeland Defense Proposals*” Handout
- 30 Apr **FINAL EXAM REVIEW**
- TBA May **FINAL EXAMINATION**

COURSE REQUIREMENTS:

Your final grade is determined by performance in three areas: class participation, examinations, and two projects.

Attendance/Class Participation —30 percent of final grade.

Attendance is compulsory and attendance is taken for each class session. You are considered responsible for being attentive to lectures and class discussions, for taking notes, and for being aware of the content of all class announcements. Please take note of the university’s policy on “Class Attendance” (2000–2002 Undergraduate Bulletin, pp. 59–60) that is incorporated herein by reference. A student who accumulates three or more unexcused absences during this two–session–per–week schedule can expect a “W” or “WF”, or a reduction in the course grade.

Class participation and proper conduct are both expected, and will determine 10 percent of the course grade. (Note, however, if a student misses more than two classes, even if the absences are “excused,” the instructor reserves the right to reduce the weight of class participation and to increase the weight of the final examination accordingly.)

In this class, it is not acceptable for a student to be a passive spectator in class sessions. Students will be active participants in the proceedings of this class. Contributions to class discussions are vital to the experience to the study of intelligence and enhance the value of the class for all students enrolled in it.

Accordingly, the score for participation and conduct will involve these considerations: (1) ability to cite and interpret readings assigned for homework, (2) contribution to collective problem–solving processes, (3) demonstration of adaptability in coping with new situations, and (4) ability to support and enhance the value of the work of peers.

Mid–Term Examination—25 percent of the final grade.

This examination will cover the course materials from 8 January–24 February.

Final Examination—25 percent of the final grade.

This examination will cover the course materials from 5 March–28 April.

Projects—20 percent of final grade.

The two projects are designed to provide you the opportunity demonstrate your mastery of the course materials. While the course maintains the traditional tools of assessment in the form of examinations, another way in which you are assessed is through the application of what you have learned.

Each project is valued at 10 percent of your grade. Projects not turned in on the due date will not be accepted, and will receive no credit.

Use the National Security Council Memorandum format for your projects. All papers will be typed, double–spaced using a typeface with a 12–point font size. Submit your projects on a 1.44 megabyte disk labeled with your name, class, and project number. Use any version of Microsoft Word (**no NotePad or Works**). **Save the file as a Word document.**

Papers are graded for correct spelling, syntax, and punctuation. An edited copy of the project, using *ClearEdits* software, will be returned to you on your disk. If you do not own a copy, I highly recommend that you purchase Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*.

OTHER REQUIREMENTS:

All of the rules, regulations, and standards published in the undergraduate bulletin of North Georgia College & State University.

Please note especially that plagiarism and other forms of cheating are expressly prohibited. *Any student who commits plagiarism or cheating will receive an automatic “F” grade, no matter at what point in the course the plagiarism or cheating occurs*, and his or her matriculation at North Georgia College & State University may be terminated, subject to review of appropriate university officials including the university’s Academic Integrity Council.

Written work is evaluated using *Essay Verification Engine* software to detect plagiarism. Read the paper, *Plagiarism: What It Is, and How to Recognize and Avoid It*, included on the disk.

GRADES:

90 — 100	A
80 — 89	B
70 — 79	C
60 — 69	D

OFFICE HOURS:

My office is located in Room 112, Young Hall. My office hours are Monday through Thursday 1300–1530, and 1645–1730 Mondays and Wednesdays. I am always available by appointment.

Spies and Statecraft: The Role of Intelligence in Policymaking

PROJECT 1

The United States Government has long denounced assassination as a legitimate instrument of national security policy. Our inability to overthrow Saddam Hussein of Iraq has caused some to call for a change in that policy.

Prepare a National Security Council Memorandum on this issue.

Here is the format for such a memo:

THE WHITE HOUSE
NATIONAL SECURITY COUNCIL

SECRET

To: The President

From: The National Security Advisor

Subject:

Date:

Issue for Decision:

Background:

U. S. Interests:

Options:

Recommendations:

Approve: _____

Disapprove: _____

CC: State: S/S

JCS/OP

CIA/DIR

SecDef/EXEC/C

Treasury: OS

Spies and Statecraft: The Role of Intelligence in Policymaking

PROJECT 2

In June 1995, then Director of Central Intelligence John Deutch, based on alleged insensitivity of CIA case officers to human rights abuses in Guatemala, developed guidelines to make case officers more selective in their recruiting. A mounting body of evidence suggests that the guidelines have had a measurable influence on the recruiting process.

<http://www.us.net/cip/iob.htm#EXECUTIVE>

Where the most immediate threat to the United States now appears to be a large-scale terrorist attack, is the American public willing to limit the capabilities of the clandestine service in order to reinforce ideals of human rights, morality, and ethics in the international community?

Prepare a National Security Council Memorandum on this issue.

Intelligence Web Sites

I cannot guarantee that all of the listed URL's are current.

FUN SITE

<http://www.spiescafe.com/>

BEST SITE (in my opinion)

<http://www.fas.org/irp/>

GOOD LINKS TO MANY SITES:

<http://cryptome.org/> (leaks, documents)

<http://nsi.org/>

<http://www.loyola.edu/dept/politics/intel.html>

<http://www.columbia.edu/cu/libraries/indiv/dsc/intell.html>

<http://.kimsoft.com/kim-spy.htm>

<http://www.zgram.net/>

HISTORY OF INTELLIGENCE / SEARCHABLE DATABASES:

<http://www.theoffice.net/1spy>

<http://cwihp.si.edu/default.htm>

<http://intellit.muskingum.edu/intellsite/index.html> (Ransom Clark)

<http://www.usliberty.org/jim/usliberty/liberty.htm>

HUMINT

<http://www.fas.org/irp/wwwspy.html>

<http://www3.theatlantic.com/issues/98feb/cia.htm>

SIGINT

<http://www.fas.org/irp/wwwsignin.html>

IMINT

<http://www.fas.org/irp/wwwimint.html>

<http://www.fas.org/irp/imint/kh-12.htm>

MASINT

http://www.fas.org/irp/program/masint_evaluation_rep.htm

http://www.fas.org/irp/congress/1996_rpt/ic21/ic21007.htm

<http://www.nmia.org/masint.htm>

OSINT

<http://www.oss.net/>

<http://www.fas.org/irp/eprint/oss980501.htm>

<http://www.fas.org/irp/wwwecon.html>

INTELLIGENCE ANALYSIS

<http://www.odci.gov/csi/books/19104/index.html>

<http://www.odci.gov/cia/di/index.html>

<http://www.fas.org/irp/gentry/index.html> <http://www.fas.org/irp/offdocs/int012.html>

COUNTERINTELLIGENCE

http://www.infowar.com/resource/resource_061198a_j.html-ssi

<http://www.nacic.gov/>

<http://foia.fbi.gov>

<http://www.dtic.mil/dodsi/researc2.html>

<http://www.loyola.edu/dept/politics/hula/hitzrept.html>

<http://www.inel.gov/resources/newsletters/dragonsbreath/dragbreath.html>

CYBERWAR, INFO SECURITY

<http://www.infowar.com/>

<http://jya.com/crypto.htm>

COVERT ACTION

<http://www.nytimes.com/library/national/cia-invismain.html>

LAW ENFORCEMENT

<http://www.thepalmerpress.com/welcome.html>

INTELLIGENCE REFORM (1996)

<http://www.access.gpo.gov/int/report.html> (Aspin / Brown)

http://www.access.gpo.gov/congress/house/intel/ic21/ic21_toc.html(IC21)

<http://www.foreignrelations.org/studies/transcripts/970218.html> (CFR)

SPECIAL REPORTS

<http://www.carnegie.org//sub/pubs/deadly/0697warning.htm>

http://www.fas.org/irp/congress/1998_cr/s980731-rumsfeld.htm (Rumsfeld, 98)

<http://www.seas.gwu.edu/nsarchive/news/19980222.htm> (Bay Pigs)

<http://www.fas.org/irp/cia/product/jeremiah.html> (Jeremiah '98)

<http://www.fas.org/irp/cia/product/cocaine2/index.html> (cocaine)

NY TIMES 1998 CIA PAGE (Tim Weiner)

<http://www.nytimes.com/library/national/cia-diningmain.html>

WASHINGTON POST INTEL COLUMN (Vernon Loeb)

<http://www.washingtonpost.com/wp-srv/national/loeb/loeb.htm>

INTELLIGENCE NEWSLETTER REPRINTS

<http://www.blythe.org/Intelligence/>

BUSINESS (COMPETITIVE) INTELLIGENCE

<http://www.AuroraWDC.com>

<http://www.lookoutpoint.com/index.html>

<http://www.scip.org/>

<http://www.stratfor.com/>

<http://www.opsec.org/>

<http://www.pcic.net/>
<http://www.inel.gov/resources/newsletters/dragonsbreath/dragbreath.html>
<http://pathfinder.com/@@y7yfauarijhm2qe/fortune/1997/970217/boo.html>
<http://www.fas.org/irp/wwwecon.html>
<http://www.asia-research.com/JI2000.html> (Japanese)

JOBS & CAREERS

<http://www.intelligencecareers.com/>
<http://www.pcic.net/>
<http://www.cia.gov/cia/employment/ciaeindex.htm>
<http://www.dia.mil/Careers/index.html> <http://www.nsa.gov/programs/employ/index.html>

CIA, Center for Study of Intelligence

<http://www.odci.gov/csi/>

CIA FOIA documents

<http://www.foia.ucia.gov/>

CIA WORLD FACTBOOK (not about intelligence, but indispensable)

<http://www.odci.gov/cia/publications/factbook/index.html>

DIA

<http://140.47.5.4/foia/foia.html>

NSA

<http://www.nsa.gov/releases/speeches.html>

NATIONAL SECURITY ARCHIVE (declassified documents)

<http://www.seas.gwu.edu/nsarchive/>

PFIAB

<http://www.whitehouse.gov/WH/EOP/pfiab/>

CRITICS OF THE CIA & INTELLIGENCE

<http://www.us.net/cip/cia.htm> (Mel Goodman)
<http://www.foreignpolicy-infocus.org/briefs/vol3/v3n20hri.htm> (IPS)
<http://www3.theatlantic.com/issues/98feb/cia.htm> (Shirley)
<http://www.members.tripod.com/CIABASE/index.html> (McGehee)
<http://www.angelfire.com/id/ciadrugs/>
<http://www.radio4all.org/crackcia/>
<http://www.bilderberg.org/cia.htm>

SENATE INTELLIGENCE COMMITTEE

<http://www.senate.gov/committee/intelligence.html>

FOREIGN INTELLIGENCE SERVICES

<http://www.cc.umist.ac.uk/sk/index.html> (UK)
<http://www.pro.gov.uk/releases/soe-europe.htm> (SOE)
<http://www.mi5.gov.uk/> (UK, MI-5)
<http://www.open.gov.uk/co/cim/cimrep1.htm> (UK)
<http://www.gchq.gov.uk/> (UK, GCHQ)

<http://www.cesg.gov.uk/about/> (UK, CSEG)
<http://www.csis-scrs.gc.ca/> (Canada, CSIS)
http://www.cse.dnd.ca/cse/english/home_1.html (Canada)
<http://www.dsd.gov.au/about.html> (Australia)

ON LINE JOURNALS

<http://www.indigo-net.com/intel.html>
<http://www.blythe.org/Intelligence/>
<http://www.afji.com/> (AFJI)
<http://www.awgnet.com/aviation/index.htm> (Aviation Week)
<http://www.milparade.ru/> (military-related publications)

SPECIAL REPORTS

<http://www.carnegie.org/deadly/0697warning.htm> (warning, 1997)
http://www.fas.org/irp/congress/1998_cr/s980731-rumsfeld.htm (Rumsfeld, 98)
<http://www.seas.gwu.edu/nsarchive/news/19980222.htm> (Bay Pigs)
<http://www.fas.org/irp/cia/product/jeremiah.html> (Jeremiah('98))
<http://www.fas.org/irp/cia/product/cocaine2/index.html> (cocaine)
<http://www.washingtonpost.com/wp-srv/national/longterm/drugs/front.htm>

PRIVATE ORGANIZATIONS

<http://www.afio.com> (AFIO)
<http://www.nmia.org/> (NMIA)
<http://www.xmission.com:80/~nip/> (NIP)
<http://www.oss.net/> (OSS)
<http://www.aochq.org/> (Old Crows)
<http://www.opsec.org/> (OPSEC pros)
<http://www.afcea.com/> (AFCEA)
<http://www.diaalumni.org> (DIA alumni)
<http://www.air-america.org> (Air America Assoc)

<http://www.cloakanddagger.com/dagger> (Cloak & Dagger Books)
<http://intelligence-history.wiso.uni-erlangen.de/> (history grp, German)
<http://www.covertcomic.com/CovertComicJokes.htm> (CIA jokester)

GOVT DECLASSIFICATION EFFORTS

<http://www.nara.gov/publications/record/sep98/coldwar.html>
<http://dprc.seas.gwu.edu/Default.htm>

LISTSERVS (discussion)

<http://www.xmission.com:80/~nip/> (Naval Intelligence Professionals)
<http://ourworld.compuserve.com/homepages/kies/kia4th.htm> (Cloaks & Daggers)
<http://www.intelforum.org/> (Intel Forum)

SPY FICTION

<http://www.marciniak.com/>

Plagiarism: What It Is, and How to Recognize, and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here is an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived that turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.

- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; consequently, you need to cite your source.

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

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