



**CALIFORNIA STATE UNIVERSITY  
SAN BERNARDINO**

5500 University Parkway, San Bernardino, CA 92407-2397

**PSCI 590E: SEMINAR IN INTERNATIONAL RELATIONS --  
POLITICAL INTELLIGENCE (42995 01)  
SYLLABUS**

**Dr. William C. Green**

**Fall 2005**

**PL-269, T 6:00-9:50**

The issue this class will be addressing is that of intelligence organization, management, and reform. Since the collapse of the Soviet Union and the end of the Cold War, a number of official and private groups have undertaken assessments of the U.S. intelligence effort. Some of the proposals and initiatives were partially incorporated into a major legislative reorganization of the intelligence community in 1996-97. Others are still studied, evaluated, or resisted by the Congressional and Administration leaders responsible for crafting intelligence policy. As the changes in the Intelligence Reform Act of 1996 are relatively modest, it is not surprising that there were still many calls for more far-reaching change. They have dramatically increased since the terrorism attacks of September 11, 2001 and the publication of the 9/11 Report.

Participants in this class will encounter a number of different ways of evaluating proposals for intelligence reform. These include: varying theories of intelligence function and performance, organizational theory, historical development, assessment of bureaucratic and political interests, and philosophical positions on the role secret services should play in a democracy. On the basis of these approaches, each seminar participant will examine a component or agency of the U.S. intelligence community, and conduct an "institutional analysis" using as resources all available open source approaches, hearings, and legislation.

**COURSE REQUIREMENTS:**

- o Weekly quizzes (15%)
- o "Institutional analysis" project including in-class presentation and paper (undergraduates: 15-25 pages; graduate students: 25-40 pages) (50%)
- o Final examination (35%)

There will be a study guide for each lecture topic, to include assigned and recommended

readings, terms and questions for study, and other information. *No questions will be asked on the final examination that do not appear on these study guides.* The study guides will serve as a review guide for the examinations and as a bibliography for research.

By all means, keep a copy of the papers and other assignments handed in for this and all other classes. Even the best-organized professors occasionally mislay papers, and a promptly produced photocopy can remove all doubt as to whether or not an assignment was actually completed.

If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, (909)537-5238.

**OFFICE HOURS:** Tuesday, 4:00-6:00 p.m.; Thursday, 4:00-6:00 p.m.; or by appointment. You may request an appointment with me any time via E-mail. Office: SB-111, telephone: (909) 880-5414. E-mail: russgrin@csusb.edu (office) and russgrin@earthlink.net (home). When e-mailing me you should send your message to both addresses.

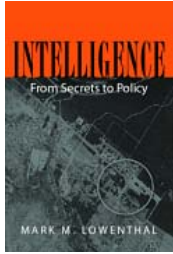
E-mail is a vital means of communications in government, business, and the professional world. It is also essential to participation in this class. CSUSB students are entitled to free E-mail accounts. Every student in this class should be in E-mail communication with me by the end of the first week of classes.

Many of the readings for this course will be distributed as e-mail attachments. My preferred document format is Rich Text Format (.rtf). This is a very stable configuration that will read on both PC and MacIntosh platforms, and can be pulled up into any word processor. Some email readers do not recognize .rtf files; if this happens to you, save the file on a disk or your hard drive, then use your word processing program to open it.

I read and archive many intelligence-related publications and websites. All students in this class will automatically receive copies of the publications and news items I archive while it is in session. At your request, I will keep you on my distribution list for intelligence-related materials once this course is completed.

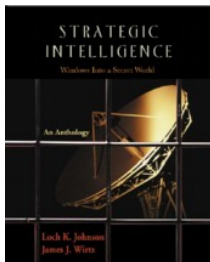
## **READINGS REQUIRED FOR PURCHASE**

Owing to the extremely fluid nature of events in the subject covered by this course, all reading assignments for the course are provisional and subject to last minute change, as noted on the lecture study guides. All readings except for books required for purchase will be on reserve at Pfau Library or transmitted as e-mail attachments. The books noted below are available at the bookstore.



Mark M. Lowenthal, *Intelligence: From Secrets to Policy* (Washington, D.C.: Congressional Quarterly Press, 1999), 250 pages. ISBN 1568025122

Arthur Hulnick, *Fixing the Spy Machine: Preparing U.S. Intelligence for the 21st Century*. (New York: Praeger Press, 1999), 222 p. ISBN 0275966534



Loch K. Johnson and James J. Wirtz, editors, *Strategic Intelligence: Windows Into A Secret World* (Los Angeles: Roxbury Press, 2004), 473 p. ISBN: 1-931719-27-6

## INSTITUTIONS OPEN TO ANALYSIS:

Below I have listed intelligence components within the U.S. government that should be suitable for an institutional analysis project. This list is not a comprehensive guide to U.S. intelligence components. Please consult with me if you wish to do your institutional analysis project on an intelligence component not listed below, or on a sub-element of a component listed below.

Air Intelligence Agency (AIA)  
Department of Energy  
Bureau of Intelligence and Research, Department of State (INR)  
Central Intelligence Agency (CIA)  
Community Management Staff (CMS)  
Coast Guard Intelligence Element  
Defense Intelligence Agency (DIA)  
Defense Human Intelligence Service (DHS)  
House Permanent Select Committee on Intelligence (HPSCI)  
Intelligence Division, Drug Enforcement Agency (ID/DEA)  
Intelligence Oversight Board (IOB)  
Joint Analytic Center, European Command (JAC Molesworth)  
Joint Intelligence Center, Central Command (JICCENT)  
Joint Intelligence Center, Pacific (JICPAC)

Joint Intelligence Center, Southern Command (JIC SOUTH)  
Joint Intelligence Center, Transportation Command (JICTRANS)  
Marine Corps Intelligence Activity (MCIA)  
National Geospatial Intelligence Agency (NGA)  
National Intelligence Council (NIC)  
National Military Joint Intelligence Center (NMJIC)  
National Reconnaissance Office (NRO)  
National Security Agency (NSA)  
National Security Division, Federal Bureau of Investigation (NSD/FBI)  
Naval Security Group (NAVSECGRU)  
Office of Export Enforcement, Department of Commerce (OEE)  
Office of Intelligence Support, Department of Treasury (OIS)  
Office of Naval Intelligence (ONI)  
Organization of the Office of the Assistant Secretary of Defense (C4I)  
President's Foreign Intelligence Advisory Board (PFIAB)  
Senate Select Committee on Intelligence (SSCI)  
Strategic Command Joint Intelligence Center (STRATJIC)  
U.S. Army Intelligence and Security Command (INSCOM)

## **ELEMENTS OF INSTITUTIONAL ANALYSIS**

The elements below are the areas of assessment necessary to conduct a comprehensive institutional analysis. Of course, any given institutional analysis will stress each of these elements differently, depending upon available information and especially the analytical thesis (thesis statement). With some analytical theses, some of these elements may be omitted entirely.

**Mission assessment:** What is the institution's statutory authority and how is this encapsulated in a formal mission statement and in policy directives? What informal and/or implicit missions and bureaucratic agendas complement or detract from the institution's formal missions?

**Leadership assessment:** How does the personality, background, and record of an institutional head effect agency missions and functionality?

**Organizational assessment:** What are the institution's formal administrative and production structures? What informal structures and relationships complement or detract from the formal structures?

**Organizational culture assessment:** What professional values and attitudes characterize personnel at the agency? Is it a strong identity (FBI, Marine Corps) or weak identity (Housing and Urban development)? Does the agency have competing organizational cultures within its various components or departments (DI vs DO at CIA; Surface, Air, and Submarine within Navy)?

**Interagency assessment:** How does the institution interact with outside agencies with

overacting jurisdiction? How does it interact with outside agencies that support its missions or utilize its products? What channels of communication exist, and what mechanisms exist for resolving disputes over policy or resources?

**Resource assessment:** Are the budget, personnel, facilities, and support functions possessed by the institution adequate for it to carry out its mission? Does it use these resources efficiently? Does it exercise enough control over them to plan for upcoming contingencies?

**Effectiveness assessment:** How well does the agency carry out its formal and implicit missions? What does it accomplish that is not encapsulated in its mission statement? How do excessive or competing official missions undercut each other? How are official missions undercut or complemented by implicit missions or bureaucratic agendas?

## LECTURE OUTLINE

- Lecture 1: Intelligence Before the Twentieth Century
- Lecture 2: Intelligence in the World Wars
- Lecture 3: Intelligence in the Cold War
- Lecture 4: Intelligence and the American Polity: the 1970s Debate Over Covert Political and Military Action
- Lecture 5: Intelligence and the American Polity: the 1970s Debate Over Arms Control Verification and Soviet Strategic Intentions
- Lecture 6: Post-Cold War U.S. Intelligence Reform
- Lecture 7: Comparative Organization of the World's Major Intelligence Services
- Lecture 8: Covert Operations
- Lecture 9: Counterintelligence, Counter-Subversion, Counter-Terrorism and Counter-Narcotics
- Lecture 10: Producer-Consumer relations

## COURSE SUMMARY

(Readings and schedule subject to change)

### WEEK ONE: September 27, 2005

**General readings:** Hulnick, "Is the Spy Machine Broken?" Chapter 1 in *Fixing the Spy Machine* (1999), pp. 1-22; Lowenthal, "Introduction -- What is Intelligence?" and "The Development of the U.S. Intelligence Community," Chapters 1-2 in *Intelligence: From Secrets to Policy* (1999), pp. 1-9, 10-23; Johnson and Wirtz, Part I, Intelligence in the United States: An Introduction, *Strategic Intelligence: Windows Into A Secret World* (2004) – Aspin-Brown Commission, "The Evolution of the U.S. Intelligence Community—An Historical Overview," Chapter 1, pp. 5-20; Thomas F. Troy, "Quaintness of the U.S. Intelligence Community," Chapter 2, pp 21-32; and Frank Cilluffo, Ronald Marks, and George Salmoiraghi, "Use and Limits of U.S. Intelligence," Chapter 3, pp. 33-40.

**Orientation:** An explanation of the course, the readings, and student assignments. Dr. Green and class introductions. Initial presentation and reading assignments.

**Lecture 1: Intelligence Before the Twentieth Century** -- the secrecy of intelligence operations often has prevented their role in history from being properly understood. Early intelligence manuals -- Frontius, Sun Tzu, Kautiliya. Well-known intelligence systems, such as Rome's. Famous spymasters -- Wallsingham, Fouche, Steiber, Sun Tzu. Intelligence features in most of the key events of American history, yet the United States has tended to enter crises unprepared to gather or analyze it. Intelligence in the colonial period, during the War for Independence, and the Civil War. Naval and Army intelligence. Readings: Allen Dulles, Chapter 13, "Employment of Secret Agents,"

*The Craft of Intelligence* (Westport, Conn: Greenwood Press, 1977); Edward F. Sayle, "The Historical Underpinning of the U.S. Intelligence Community," *International Journal of Intelligence and Counterintelligence* (1986), Vol. 1, No. 1, pp. 1-27.

Discussion, topic assignments. Quiz on Lecture 1 presentation and readings.

**Quiz One "Foundation Stone" topic:** Elements of the U.S. Intelligence Community

## **WEEK TWO: October 4, 2005**

**General readings:** Hulnick, "Stealing the Secrets," Chapter 2 in *Fixing the Spy Machine* (1999), pp. 23-42; Lowenthal, "The U.S. Intelligence Community," and "The Intelligence Process -- A Macro Look at Who Does What for Whom," Chapters 3-4 in *Intelligence: From Secrets to Policy* (1999), pp. 24-39, 40-52; Johnson and Wirtz, Part II, Intelligence Collection, *Strategic Intelligence: Windows Into A Secret World* (2004) – Patrick R. Riley, "CIA and Its Discontents," Chapter 4, pp. 48-55; John M. Diamond, "Reexamining Problems and Prospects in U.S. Imagery Intelligence," Chapter 5, pp. 56-67; Jeffrey T. Richelson, "The Satellite Gap," Chapter 6, pp. 68-73; Matthew M. Aid, "The Time of Troubles: The U.S. National Security Agency in the Twenty-First Century," Chapter 7, pp. 73-90.

**Lecture 2: Intelligence in the World Wars --** World War I the first "intelligence war." Development of PHOTINT, SIGINT, cryptanalysis, computer processing, and human agents. The "Zimmermann Telegram" as the archetype of the successful technical operation; the "sealed train" as the archetype of the successful covert political operation. During the period between the two World Wars, most nations allowed their intelligence services to deteriorate. The British, French, American, and German services each met with its own problems, and only the British countered them successfully. Soviet intelligence followed an opposite path. The Second World War: ULTRA, ENIGMA, MAGIC. The "doublecross system." Flabby German and Japanese response. Pearl Harbor and the German *blitzkrieg* against the Soviet Union. **Readings:** Donald C. Walt, "British Intelligence and the Coming of the Second World War," in Ernest May (Ed.), *Knowing One's Enemies*, pp. 237-270; David Kahn, "The U.S. Views Germany and Japan in 1941," in May, *Knowing One's Enemies*, pp. 476-501; Mark Lowenthal, "Antecedents of the Modern U.S. Intelligence Community," *U.S. Intelligence*, pp. 6-12.

Discussion of intelligence-related news events. Quiz on Lecture 2 presentation and readings. Guided textbook reading and discussion.

**Quiz Two "Foundation Stone" topic:** Directors of Central Intelligence

## **WEEK THREE: October 11, 2005**

**General readings:** Hulnick, "Puzzles and Mysteries," Chapter 3 in *Fixing the Spy Machine* (1999), pp. 43-62; Lowenthal, "The Intelligence Process -- Collection and the Collections

Disciplines," Chapter 5 in *Intelligence: From Secrets to Policy* (1999), pp. 53-74; Johnson and Wirtz, Part III, *Intelligence Analysis, Strategic Intelligence: Windows Into A Secret World* (2004) – Richard K. Betts, "Analysis, War, Decision," Chapter 8, pp. 97-111; Robert D. Steele, "The Importance of Open Source Analysis to the Military," Chapter 9, pp. 112-119; Robert D. Blackwell and Jack Davis, "A Policymaker's Perspective on Intelligence Analysis," Chapter 10, pp. 120-126; Shlomo Gazit, "Intelligence Estimates and the Decision-Maker," Chapter 11, pp. 127-142; Richard L. Russell, "CIA's Strategic Intelligence in Iraq," Chapter 12, pp. 143-153.

**Lecture 3: Intelligence in the Cold War --Dissolving the OSS.** The National Security and National Intelligence Acts of 1947. Central Intelligence and the "intelligence community." The Italian election of 1948 introduces the CIA to covert operations. Allen Dulles and the Cold War. The establishment of the NSA and DIA. The Korean War -- testing US and Soviet intelligence. Early analytical problems -- the bomber and missile "gaps" and the shift from human to technical intelligence. The Bay of Pigs as foreshadowing problems to come with covert operations. Moving into the Vietnam War. **Readings:** Loch Johnson, "The Purpose of American Intelligence," Chapter 2 in *America's Secret Power*, pp. 12-37; Mark Lowenthal, "The National Security Apparatus," "The Age of Dulles and Smith," and "Intelligence and an Activist Foreign Policy," Chapters 2-4 in *U.S. Intelligence*, pp. 13-38; (**recommended**) Thomas F. Troy, "The Knifing of the OSS," *International Journal of Intelligence and CounterIntelligence* Vol. 1 No. 3 (1986), pp. 95-108.

Discussion of intelligence-related news events. Quiz on Lecture 3 presentation and readings. Guided textbook reading and discussion. Discussion of "institutional analysis" as a type of analysis -- how does one analyze an institution?

**Quiz 3 "Foundation Stone" topic:** Military Joint Intelligence Centers (JICs)

## **WEEK FOUR: October 18, 2005**

**General readings:** Hulnick, "Secret Operations," Chapter 4 in *Fixing the Spy Machine* (1999), pp. 63-86; Lowenthal, "The Intelligence Process -- Analysis," Chapter 6 in *Intelligence: From Secrets to Policy* (1999), pp. 75-97; Johnson and Wirtz, Part VIII: Accountability and Civil Liberties, *Strategic Intelligence: Windows Into A Secret World* (2004) -- Chapter 28: Johnson, "Covert Action and Accountability," pp. 370-389; Chapter 30: E. Drexel Godfrey, Jr. "Ethics and Intelligence," pp. 397-406; Chapter 32: Johnson, "Congressional Supervision of America's Secret Agencies," pp. 414-426.

**Lecture 4: The 1970s Debate Over Covert Political and Military Action --** Backdrop to the Congressional investigations: Vietnam and Watergate. The "Family Jewels" report. The Pike and Church Commissions. The principle of legislative oversight over intelligence mandated through the Hughes-Ryan Amendment of 1977 and other legislation. Select House and Senate Intelligence Committees established and an Intelligence Oversight Act passed. DCI Turner "purges" the CIA and emphasizes NTMs. Spectacular intelligence failures ensure. The Intelligence Oversight Act of 1980. Readings: Loch Johnson, "Congress and the New Intelligence Oversight," Chapter 10, *America's Secret Power* (New York: Oxford University Press, 1989), pp. 207-233; Gerald Haines, "Looking for a Rogue Elephant: The Pike Committee Investigations and the CIA," *Studies in Intelligence*, Winter 1998-99, pp. 81-92; (recommended)



Mark Lowenthal, "The Great Intelligence Investigation," *U.S. Intelligence: Evolution and Anatomy* (Westport, Conn.: Praeger Press, 1992), pp. 39-46.

Discussion of intelligence-related news events. Quiz on Lecture 4 presentation and readings. Guided textbook reading and discussion. Discussion of the intelligence "community" principle. Chronology of project-related events due. First graduate presentations.

**Quiz Four "Foundation Stone" topic:** Intel Oversight bodies

## **WEEK FIVE: October 25, 2005**

**General readings:** Hulnick, "Catching the Enemy's Spies," Chapter 5 in *Fixing the Spy Machine* (1999), pp. 87-104; Lowenthal, "The Intelligence Process -- Counterintelligence," Chapter 7 in *Intelligence: From Secrets to Policy* (1999), pp. 98-105; Johnson and Wirtz, "The Danger of Intelligence Politicization," Part IV in *Strategic Intelligence: Windows Into A Secret World* (2004) – Ephraim Kahana, "Early Warning Versus Concept: The Case of the Yom Kippur War," Chapter 13, pp. 153-170; Harry Howe Ransom, "The Politicization of Intelligence," Chapter 14, pp. 171-182; James J. Wirtz, "Intelligence to Please? The Order of Battle Controversy During the Vietnam War," Chapter 15, pp 183-198; H. Bradford Westerfield, "Inside Ivory Bunkers: CIA Analysts Resist Manager's 'Pandering'," Chapter 16, pp. 198-218.

**Lecture 5: The 1970s Debate Over Arms Control Verification and Soviet Strategic Intentions** -- The Vietnam syndrome and the creation of the National Intelligence Council (NIC). Keegan and Air Force Intelligence's opposition to detente; intel shock of the 1973 Yom Kippur War and its insights into Soviet military planning; late Soviet expansionism into Portuguese Africa and elsewhere; the "A-Team/B-Team" exercise in competitive intelligence. Carter's first steps: Sorensen appointment as DCI and withdrawal of the nomination; appointment of DCI Turner; rejection of the "B-Team" report. The SALT II campaign. The Iran intelligence debacle. Intelligence Oversight Act of 1980. Readings: John Prados, "Central Intelligence and the Arms Race," *The Soviet Estimate* (1982); Richard Pipes, "Why the Soviet Union Thinks It Can Fight and Win a Nuclear War," *Commentary* (September 1977); U.S. Congress. Senate Select Committee on Intelligence. *Report: The National Intelligence Estimates A-B Team Episode Concerning Soviet Strategic Capabilities and Objectives*. 95th Congress, 2nd Session, 1978; Harold P. Ford, *Estimative Intelligence* (McLean, VA: Association of Former Intelligence Officers, Intelligence Profession Series No. 10), 1993.

Discussion of intelligence-related news events. Quiz on Lecture 5 presentation and readings. Guided textbook reading and discussion. Institutional analysis presentations.

**Quiz Five "Foundation Stone" topic:** SSCI Chairs

## **WEEK SIX: November 1, 2005**

**General readings:** Hulnick, "Stopping the Bad Guys," Chapter 6 in *Fixing the Spy Machine* (1999), pp. 105-128; Lowenthal, "The Intelligence Process -- Covert Action," Chapter 8 in *Intelligence: From Secrets to Policy* (1999), pp. 106-119; Johnson and Wirtz, "Intelligence and the Policymaker," Part V in *Strategic Intelligence: Windows Into A Secret World* (2004) – Michael Herman, "Intelligence and National Action," Chapter 17, pp. 224-233; Mark Lowenthal, "Tribal Tongues: Intelligence Consumers, Intelligence Producers," Chapter 18, pp. 234-241; James W. Harris, "Building Leverage in the Long War: Ensuing Intelligence Community Creativity in the Fight Against Terrorism," Chapter 19, pp. 242-252.

## **Lecture 6: Post-Cold War Intelligence Reform**

Organizing the Intelligence Community for the Post-cold War world. The Gates reforms and the Boren-McCurdy Act. Public debate and discussion of intelligence reform from 1994-97, especially the House Intelligence Committee study and the Aspin-Brown Commission study. Intelligence Reform Act of 1996 and the creation of NIMA in 1997. What remains to be done? **Readings:** J. Ransom Clark, "New Boxes for Old Tools? Considerations on Reorganizing U.S. Intelligence," *Ohio Journal of Economics and Politics*, Vol 8 No. 1 (Fall 1993), pp. 1-10; Bruce D. Berkowitz, "Reform of the Intelligence Community," *Orbis* (Fall 1996), pp. 653-663.

Discussion of intelligence-related news events. Quiz on Lecture 6 presentation and readings. Guided textbook reading and discussion. Presentations.

**Quiz Six "Foundation Stone" topic:** HPSCI Chairs

## **WEEK SEVEN: November 8, 2005**

**General readings:** Hulnick, "Managing and Controlling Secret Intelligence," Chapter 7 in *Fixing the Spy Machine* (1999), pp. 129-150; Lowenthal, "The Intelligence Process -- The Role of the Policy Maker," Chapter 9 in *Intelligence: From Secrets to Policy* (1999), pp. 120-132; Part IX in Johnson and Wirtz, "Spying in Other Lands," *Strategic Intelligence: Windows Into A Secret World* (2004) -- pp. 427-460, Chapter 33: Peter Pringle, "The Heritage and Future of the Russian Intelligence Community," pp. 432-437; Chapter 34: Percy Kemp, "The Fall and Rise of France's Spymasters," pp. 438-443; Chapter 35: Thomas C. Bruneau, "Controlling Intelligence in New Democracies," pp. 444-453; Chapter 36: Percy Craddock, "Intelligence and Policy," pp. 454-460.

## **Lecture 7: Comparative Organization of the World's Major Intelligence Services**

Principles of comparative intelligence studies. Examination of the U.S., British, French, Israeli, Soviet/Russian, Iranian, and Chinese intelligence services. Contrasts between community, unitary, and organic models of intelligence organization. **Readings:** Richelson, "Intelligence Sharing," *U.S. Intelligence Community*, pp. 291-314; Adda Bozeman "The

Political Intelligence in Non-Western Societies: Suggestions for Comparative Research," Chapter 6 in Roy Godson (ed.), *Comparing Foreign Intelligence* (Pergamon-Brassey's, 1988), pp. 115-155. (**recommended**) Seymour Hersh, "The Traitor: The Case Against Jonathan Pollard," *The New Yorker*, January 18, 1999, pp. 26-.

Discussion of intelligence-related news events. Quiz on Lecture 7 presentation and readings. Presentations.

**Quiz Seven "Foundation Stone" topic:** The major world intelligence services.

## **WEEK EIGHT: November 15, 2005**

**General readings:** Hulnick, "Spying for Profit," Chapter 8 in *Fixing the Spy Machine* (1999), pp. 151-172; Lowenthal, "The Intelligence Process -- Oversight and Accountability," Chapter 10 in *Intelligence: From Secrets to Policy* (1999), pp. 133-154; Johnson and Wirtz, Part VI: Covert Action, *Strategic Intelligence: Windows Into A Secret World* (2004) – Kevin A. O'Brien, Chapter 20, "Interfering With Civil Society: CIA and KGB Covert Political Action During the Cold War," pp. 260-273; Frank Church, Chapter 21, "Covert Action: Swampland of American Foreign Policy," pp. 274-277; James A. Barry, Chapter 22, "Covert Action Can Be Just," pp. 278-286.

### **Lecture 8: Covert Operations**

Using intelligence resources to carry out secret operations. Types of covert action, including paramilitary activity, propaganda, deception and disinformation. The uses of agents of influence. **Readings:** Bruce D. Berkowitz and Allan Goodman, "The Logic of Covert Action," *National Interest* Vol. 51 (Spring 1998), pp. 38-46; (**recommended**) B. Hugh Tovar "Thoughts on Running a Small War," *International Journal of Intelligence and CounterIntelligence*, Vol. 1 No. 3 (1986), pp. 85-94.

Discussion of intelligence-related news events. Quiz on Lecture 8 presentation and readings. Institutional analysis presentations

**Quiz Eight "Foundation Stone" topic:** Renaming the Soviet secret police

## **WEEK NINE: November 22, 2005**

**General readings:** Hulnick, "Secret Intelligence and the Public," Chapter 9 in *Fixing the Spy Machine* (1999), pp. 173-190; Lowenthal, "The Old Intelligence Agenda -- What and How Well?" Chapter 11 in *Intelligence: From Secrets to Policy* (1999), pp. 155-166; Johnson and Wirtz, Part VII: Counterintelligence, Chapters 23-26 in *Strategic Intelligence: Windows Into A Secret World* (2004), pp. 287-345.

### **Lecture 9: Counterintelligence, Counter-Subversion, Counter-Terrorism and Counter-**

## Narcotics

Preventing intelligence penetration. Uses of counterespionage. Working against enemies of the state. Police vs. intelligence resources. Protecting human rights and civil liberties. Some famous CI cases, including Philby, Walker, Pollard and Nosenko. Understanding the Ames case and its impact on US intelligence. Why Ames became a mole. FBI methods in tracking and capturing Ames. Soviet and Russian errors in handling the Ames case. Differing standards in data collection for intelligence and law enforcement. Impact of the Ames case on US intelligence. **Readings:** Reuel Marc Gerecht, "The Counterterrorist Myth," *The Atlantic Monthly* Vol. 288, No. 1 (July/August 2001), 38-42; John B. Roberts II, "Nuclear Secrets and the Culture Wars: Clinton's energy department cares more about environmental correctness than national security. The latest Chinese spy case is just a hint of the damage it has done," *American Spectator*, May 1999; **(recommended)** William R. Johnson "The Ambivalent Polygraph" *International Journal of Intelligence and CounterIntelligence* Vol. 1 No. 3 (1986) pp. 71-84; George Kalaris and Leonard McCoy "Counter-Intelligence for the 1990's," *International Journal of Intelligence and CounterIntelligence*, Vol. 2 No. 2 (1988) pp. 179-188.

Discussion of intelligence-related news events. Quiz on Lecture 9 presentation and readings. Final institutional analysis presentations.

**Quiz Nine "Foundation Stone" topic:** Intelligence management bodies

## WEEK TEN: November 29, 2005

**General readings:** Hulnick, "Fixing the Spy Machine," Chapter 10 in *Fixing the Spy Machine* (1999), pp. 191-208; Lowenthal, "The New Intelligence Agenda" and "Ethical and Moral Issues in Intelligence," Chapter 12-13 in *Intelligence: From Secrets to Policy* (1999), pp. 167-183, 184-200; selection from Johnson and Wirtz, *Strategic Intelligence: Windows Into A Secret World* (2004).

### Lecture 10: Producer-Consumer Relations

Discussion of problems in delivering intelligence to policymakers. Creating a consumer-producer dialogue. Marketing techniques in intelligence. P-C relations in the military and private sectors. The intelligence cycle. **Topic readings:** Art Hulnick, "Producer-Consumer Relations: A New Way of Looking at an Old Problem," in Stephen Cimbala (Ed.), *Intelligence and Intelligence Policy in a Democratic Society*, pp. 129-144; Johnson, "Pathologies of the Intelligence Cycle," Chapter 5 in *America's Secret Power*, pp. 76-99; Glenn Hastedt, "Controlling Intelligence: The Role of the DCI," *International Journal of Intelligence and CounterIntelligence*, Vol. 1 No. 4, pp. 25-40; Robert Jervis, "What's Wrong with the Intelligence Process," *International Journal of Intelligence and CounterIntelligence*, Vol. 1 No. 1, pp. 28-41.

Discussion of intelligence-related news events. Quiz on Lecture 10 presentation and readings. Papers due.

**Quiz Ten “Foundation Stone” topic:** Key intelligence-related legislation

**FINAL EXAMINATION: Tuesday December 6, 2005 at 6:00 p.m.**

## **SOME BASIC RULES FOR THIS CLASS**

o Do not be shy about seeing me, either in or out of my office hours. If I am not in, please make an appointment with the departmental secretary, or set up an appointment with me directly via E-mail. I am happy to work with you, not only on your assignments for this class, but to enrich your education in whatever ways I can. I like to meet with each of my students at least once in the first few weeks of class, and again before the final. If I do not know who you are and have no strong opinions of you by the middle of the course, you are not being assertive enough!

o E-mail is increasingly becoming a vital means of communications in government, business, and the professional world. It is also essential to participation in this class. CSUSB students are entitled to free E-mail accounts. Every student in this class should be in E-mail communication with me by the end of the first week of classes, and be on the class LISTSERVer. If you are not, contact the Political Science/National Security Studies office as soon as possible.

Electronic searches are now the basic form of obtaining cutting-edge information on this and many other contemporary topics in government, economics, and international affairs. To research material for this class properly, you will need to know about the World Wide Web, NEXIS-LEXIS, catalog searches, gopher sites, LISTSERVers, and many other research tools you may not currently be familiar with. At the same time, do not neglect print sources. It will be decades before the World Wide Web has the depth of resources available even in a small library.

o I encourage you to work closely with the other students in the class in studying for exams and quizzes, researching and proofing papers, and so forth. I will do what I can to facilitate group study in this class, including attending such sessions myself, if they fit my schedule. You should put together a mailing list of the students in this class and share materials that may be of common interest to your classmates.

o Cheating and plagiarism are disturbing and demoralizing phenomena that have the potential of destroying the trust and integrity at the basis of academic life. If I detect such behavior, I will respond with a failing grade in the class and a recommendation for disciplinary action to the Department Chairman. If you are facing the temptation to cheat or plagiarize, remember that you will be committing a treacherous betrayal of your classmates, instructor, and whoever is financing your education. In this class, plagiarism includes submitting as your own work a paper that you purchase, borrow, "inherit," commission or otherwise obtain by any means other than researching and writing it yourself. In addition, it applies to the inclusion of lengthy unattributed material from other sources in a paper, as well as outside assistance on an examination. It also includes material you may have previously written for another class ("self-plagiarism"), or are handing in simultaneously for another class, unless you have prior written permission both from me and the other instructor. If you detect, or think you detect, plagiarism on the part of a classmate, you have a duty to take appropriate action to halt it.

o By all means, keep a copy of the papers and other assignments you hand in for this and all other classes. Even the best organized professors occasionally mislay papers, and a promptly produced photocopy can remove all doubt as to whether or not you actually completed an assignment.

o I regard regular attendance as essential for successfully completing this course. If you have a schedule conflict arise with some other event, let me know ahead of time with an E-mail message. If an event comes up without notice, give my office a call and leave a message with my secretary or on my voice mail. Even if I excuse your absence, of course, you are still responsible for that day's material.

o Writing letters of recommendations is part of my job, and I will write you the best honest evaluation that I can. If you ask me for a letter, please give me copies of all the assignments you have completed for me, as well as a resume and transcript. This will help me put in the personal details that could make a difference in your acceptance to graduate school, law school, or employment. Be sure to waive your right to see the letter, for I will give you a copy upon request regardless of circumstances. If I have to make any negative observations, I will tell you prior to writing the letter. Let me know in writing when it is due, since my practice is to save up recommendations and write them in batches.