

**Case Western Reserve University
Department of Political Science**

**Spring 2014
POSC 370G/470G**

**Dr. Vincent E. McHale
Office: Mather House #222**

UNITED STATES INTELLIGENCE & NATIONAL SECURITY

The flow of information to policy makers, particularly on critical areas of foreign affairs, has been greatly influenced by what intelligence agencies generate and by their posture toward foreign policy issues. This course will examine the role of strategic intelligence and intelligence agencies as a tool of United States foreign policy. The course will cover the life-cycle of strategic intelligence from the collection of data to the formulation of analytic judgments. It will focus on the impact of the intelligence process and the products of intelligence on foreign policy making, and hence upon relations among nations. The emphasis will be on contemporary intelligence issues and processes, but will include comparative historical narratives and the formative period of modern American intelligence in the post-1945 era. Special attention will be given to the transformation of United States security concerns as the world moves from the bipolar politics of the Cold War to failing states, proliferation dangers, regional crises, rising powers, and dangerous no-state actors.

Lectures, reading materials, and media presentations will review the evolution, structure, and current responsibilities of the U.S. intelligence community, as well as compare the intelligence apparatus of various nations -- both hostile and friendly. Visual presentations and guest lecturers by intelligence practitioners will augment the course.

The public image of the intelligence community has been strongly influenced by the impressions conveyed in contemporary fiction, film, and television drama. While most fiction conveys an inaccurate image of the world of intelligence, some can furnish ideas and interests of value, particularly if the materials have a factual basis. Tentative plans have been made for the class to view one or two *classic* "Hollywood-type" films concerned with intelligence subject matter. Dates, times, and places for viewing the films will be announced. Class discussion will center on the intelligence themes and tradecraft portrayed in each film.

Requirements:

There will be a midterm and a final examination on the dates specified on the syllabus. Both examinations will be primarily essay in nature, drawing upon the lectures, assigned reading materials, and media presentations. Each student will also prepare one short research paper of approximately five (5) to seven (7) pages in length, and will participate in a group intelligence *exercise*. *The details and format of each assignment will be described in a separate handout.* Graduate students will be assigned additional work and will participate in the group exercise.

Regular class attendance and participation in class discussion are expected. Attendance after the "drop-add" period will be monitored. Since the lectures will be independent of the reading, it will be most difficult for students to master the subject matter without regular class attendance. *Students with more than three (3) unexcused absences, or those with excessive class absences (7 or more) will have their final course grade reduced by one letter grade.* The final course grade will be based upon the following weighted distribution:

**class attendance and participation (10%)
attendance at media presentations and guest lectures (5%)
midterm examination (30%)
paper assignments (25%)
final examination (30%)**

Important Notice

Academic dishonesty (plagiarism, cheating on examinations, etc.) is a serious offense that can result in loss of credit, suspension, and possibly expulsion from the university. All suspected cases of academic dishonesty will be reported to the Dean of Undergraduate Studies.

Office Hours:

Students are *encouraged* to consult with the instructor regarding any problem they may be having in the course. This can be done during regular office hours (Monday and Wednesday, 3:00 - 3:50 p.m., Mather House 222) or by making an appointment. Questions or personal messages can be left on extension 2425. The instructor can also be contacted via e-mail (user = "vem"). Electronic messages and/or queries will be answered usually within 24 hours.

Reading Material:

All students will read the following books. Both are available through amazon.com. Search for used copies.

Bob Drogin, *Curveball* (Random House, 2007). Available through amazon.com

Max H. Bazerman and Michael D. Watkins, *Predictable Surprises* (Harvard Business Press, 2008).

Students seeking additional information or relevant examples pertaining to the topic under discussion should consult the readings marked with an asterisk (*) on the syllabus.

There is a voluminous and ever-growing literature on intelligence subject matter. Students seeking additional reading information on the subject of intelligence should consult the following annotated bibliographies:

Loch K. Johnson (ed.), *Strategic Intelligence* (2007) – 5 volumes.

Frank McGuire, *Security Intelligence Sourcebook* (1990).

Wendell L. Minnick, *Spies and Provocateurs: A Worldwide Encyclopedia of Persons Conducting Espionage and Covert Action, 1946-1991* (1992).

Marjorie Cline et al., *Scholar's Guide to Intelligence Literature: Bibliography of the Russell J. Bowen Collection, Georgetown University, Washington, D.C.* (1983). Historical.

N. H. Petersen, *American Intelligence, 1775-1990: Bibliographical Guide* (1992).

Michael Parrish, *Soviet Security and Intelligence Organizations, 1917-1990* (1992).

Electronic Databases and Web Sites:

Several computerized databases on intelligence based on open sources have appeared in recent years. Among the best are the following:

CIA Home Page - <http://www.odci.gov>

FBI Home Page - <http://naic.nasa.gov/fbi/>

British GCHQ Home Page - <http://www.gchq.gov.uk/>

IntelWeb - The WWW site of Intelligence - <http://www.awpi.com/intelweb/>

Strategic Intelligence - Loyola University - <http://www.loyola.edu/dept/politics/intel.html>

Open Source Solutions - <http://www.cais.net/oss>

US Congress - HPSCI Staff Report - "Preparing for the 21st Century: An Appraisal of US Intelligence"

<http://www.access.gpo.gov/int/report.html>

Intelligence Reform Project - Aspin/Brown Commission Report - US intelligence budget

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

Association of Former Intelligence Officers (AFIO)

<http://euphoria.mercy.edu/afio>

CIA Documents - Public
<http://www.odci.gov/cia/publications/mapspub/index.html>
 Web-based Intelligence bibliography
<http://www.intellit.muskingum.edu>
 Wilson Center Cold War History Project - Intelligence Section
<http://cwiwp.si.edu>

Lecture Topics and Reading Assignments

I. THE CRAFT OF INTELLIGENCE: HISTORICAL PERSPECTIVE

- A. Espionage and intelligence in ancient and pre-modern times
- B. The origins of modern secret intelligence systems in the 19th century
- C. World War I and the pre-World War II period
- D. World War II
- E. Post-World War II to the present
 - 1. purpose, priorities, and targeting
 - 2. technology and tradecraft
 - 3. the intelligence profession
 - 4. national characteristics in intelligence work
 - 5. the mass media and public involvement

Readings: Sun Tzu, "The Use of Spies" (written circa 400-320 B.C.)
 Joshua, 2:24 (Old Testament)
 Begin reading *Curveball* and *Predictable Surprises*.

*Further Reference (not required reading):

Charles D. Ameringer, *U.S. Foreign Intelligence: The Secret Side of American History*
 Allen Dulles, *The Craft of Intelligence*
 Philip Knightley, *The Second Oldest Profession*
 Harry Howe Ransom, *The Intelligence Establishment*
 Richard W. Rowan, *The Story of Secret Service*
 J. W. Thompson and S. K. Padover, *Secret Diplomacy: Espionage and Cryptography 1500-1815*
 Ralph E. Weber, *U.S. Diplomatic Codes and Ciphers, 1775-1938*

II. HISTORICAL FOUNDATIONS OF UNITED STATES INTELLIGENCE

- A. Overview of U.S. intelligence: From the Revolution to the Present
- B. The crucible of World War II: failures and successes
- C. Espionage, secret intelligence, and the Cold War
- D. The National Security Act of 1947
 - 1. meaning and impact on U.S. intelligence
 - 2. resulting evolution of the U.S. intelligence community
 - 3. legal aspects of intelligence-gathering
 - 4. Presidential executive orders (findings)
- E. The 1980s and 1990s: decades of the superspy
- F. Post-Cold War and post 9/11 developments –retargeting and mission creep

Reading: (handout) V. E. McHale, "The US Army Military Intelligence Division (MID)", ms. (2013)
 Continue reading *Curveball* and *Predictable Surprises*

*Further Reference (not required reading):

John Bakeless, *Turncoats, Traitors and Heroes*
 George S. Bryan, *The Spy in America*
 Daniel N. Hoffman, *Governmental Secrecy and the Founding Fathers*
 Rhodi Jeffreys-Jones, *American Espionage: From Secret Service to CIA*
 Harnett T. Kane, *Spies for the Blue and Gray*
 Sherman Kent, *Strategic Intelligence for American World Policy*
 Bradley F. Smith, *The Shadow Warriors*
 Herbert O. Yardley, *The American Black Chamber*
 Tim Weiner, *Legacy of Ashes: The History of the CIA*

III. MANAGING INTELLIGENCE

- A. The U.S. intelligence community: organization, functions, and responsibilities
- B. Intelligence and the National Security Council (NSC)
- C. Congressional oversight and the budget process
- D. Organizational rivalries
- E. Cooperative arrangements with foreign governments
- F. Defining the relationship between intelligence analysis and policy support

Readings: Continue reading *Curveball* and *Predictable Surprises*.
 Organizational handout

Use your Internet access to scan the information on organization at the following Web site: <http://www.fas.org/irp/agency.html>

*Further Reference (not required reading):

James Bamford, *The Puzzle Palace* (see other books on intelligence by Bamford)
 G.W. Hoppole and B. Watson, *The Military Intelligence Community*
 J. T. Richelson and D. Ball, *The Ties That Bind: Intelligence Cooperation between the UKUSA Countries*

IV. INTELLIGENCE GATHERING TECHNIQUES: OVERT AND CLANDESTINE

- A. Open sources (approximately 90%)
- B. Human sources (HUMINT)
- C. Technical sources (SIGINT, COMINT, ELINT, MASINT)
- D. Codes and ciphers
- E. Clandestine collection and operations (covert action)
- F. "Secret Warriors" and counter-terrorism

Readings: (To be announced)

*Further Reference (not required reading):

William Burrows, *Deep Black: Space Espionage and National Security*
 Ray Cline, *Secrets, Spies, and Scholars*
 Steven Emerson, *Secret Warriors: Inside the Covert Military Operations of the Reagan Era*
 David Kahn, *The Codebreakers: The Story of Secret Writing*

Lauren Paine, *The Technology of Espionage*
 Zell Stanley, *An Annotated Bibliography of the Open Literature on Deception* (reference work)
 J.W.R. Taylor and D. Mondey, *Spies in the Sky*
*Final Report and Hearings of the Senate Select Committee to Study Governmental Operation
 With Respect to Intelligence Activities, 1975-1976*

V. THE INTELLIGENCE CYCLE: CONSUMERS VERSUS PRODUCERS

How is it done?

- A. Planning and direction
- B. Collection
- C. Processing
- D. Production and analysis
- E. Dissemination

Readings: "The Art of Intelligence Analysis" (CIA reprint) – handout

******* MID - TERM EXAMINATION (March 5th) *******

VI. COUNTERINTELLIGENCE

- A. History of US counterintelligence
- B. Domestic surveillance
- C. National security and hostile intelligence services
- D. Classification
- E. Force protection in military theatres
- F. Legal issues in counterintelligence
- G. Counterintelligence and covert action
- H. Post 9/11 issues in combatting terrorism
- I. Homeland security

Readings: (handout) V. E. McHale, "The US Army Corps of Intelligence Police (CIP)", ms. (2013)

*Further Reference (not required reading):

Griffin Bell (former Attorney General), *Taking Care of the Law*
 John T. Ellif, *The Reform of the FBI Intelligence Operations*
 Roy Godson, *Dirty Tricks or Trump Cards*
 Robert Lamphere, *The FBI-KGB War: A Special Agent's Story*
 John C. Masterman, *The Double Cross System in the War of 1939 to 1945*
 Ian Sayer and Douglas Botting, *America's Secret Army*
 Clifford Stall, *The Cuckoo's Egg*

VII. THE RUSSIAN INTELLIGENCE SERVICE DURING AND AFTER AND THE “COLD WAR”

- A. National characteristics and the Russian intelligence service
- B. Development of the secret State Security Service (1826)
- C. The KGB and its origins in the former Soviet Union
 - 1. post-revolutionary organization: the CHEKA
 - 2. GPU, OGPU, NKVD, NKGB, MGB, KGB (from 1953)
 - 3. The new Russian federal intelligence service (RIS)
- D. The functioning of the former KGB and its post-communist successor(s)
 - 1. the main directorates
 - 2. war by other means -- active measures and "wet operations"
 - 3. scientific and technical collection
 - 4. prisons and internal security
 - 5. operational performance
- E. Former Soviet military intelligence: the GRU and its successor
- F. Russian intelligence in the post Soviet period and beyond

Readings: (handout) *Janes Intelligence Review* article

*Further Reference (not required reading):

John Barron, *KGB: The Secret Work of Soviet Agents*
 Robert Conquest, *Inside Stalin's Secret Police: NKVD Politics, 1936-1939*
 W. R. Corson and R. T. Crowley, *The New KGB: Engine of Soviet Power*
 Jeffrey T. Richelson, *Sword and Shield: The Soviet Intelligence and Security Apparatus*
 Christopher Andrew and Oleg Gordievsky, *KGB: The Inside Story of Its Foreign Operations From Lenin to Gorbachev*

VIII. COMPARISON OF MAJOR FOREIGN INTELLIGENCE SERVICES

- A. Major structural and functional differences between U.S. and foreign intelligence services
- B. Unique intelligence problems associated with foreign agencies
- C. Selected foreign intelligence services: *friendly and hostile*
 - 1. United Kingdom (permanent US friend, extensive cooperation)
 - 2. China (rising competitor –world-wide active foreign intelligence programs)
 - 3. Israel (national interests and security govern all intelligence activity – regional targets)
 - 4. Turkey (professionalization of a former traditional intelligence service)
 - 5. Germany (case studying in rebuilding an intelligence service following WWII)
 - 6. France (priorities continued to be focused on internal security and counter-intelligence)
 - 7. Eastern Europe (transitions toward democratic control of the intelligence services)
 - 8. Canada and Australia (US-friendly services – limited targets and limited capability)

Reading: (to be announced)

Use the Internet to explore foreign intelligence agencies links at the following web site: <http://www.loyola.edu/dept/politics/intel.html>

*Further Reference (not required reading):

Christopher Andrew, *Her Majesty's Secret Service* (United Kingdom)
 Richard Deacon, *The Israeli Secret Service*
 Richard Deacon, *A History of the Japanese Secret Service*
 R. Faligat and R. Krauffer, *The Chinese Secret Service*
 Dan Raviv and Yorsi Melmen, *Every Spy a Prince* (Israel)
 Brian Toohey and William Pinwell, *Oyster: The Story of the Australian Secret Intelligence Service*
 P. L. de Vosjoli, *Lamia* (France)
 Nigel West, *The Circus: MI5 Operations, 1946-1972* (United Kingdom)
 Nigel West, *Games of Intelligence*

IX. U.S. INTELLIGENCE IN THE 21st CENTURY AND BEYOND

- A. New intelligence environment – an “over-the horizon” perspective
- B. Multiplication of targets and consumers
- C. New challenges for collectors and analyses
- D. New politics of intelligence
- E. New roles and expectations for intelligence – “mission creep”
- F. Reform in the age of international terrorism and non-state actors

Reading: (to be announced)

Video presentation: Tom Barnett, *The Pentagon's New Map: War and Peace in the 21st Century* (requires 2 class periods) – Mandatory attendance

Scan the US Congress House of Representatives staff report: "Preparing for the 21st Century: An Appraisal of US Intelligence."

<http://www.access.gpo.gov/int/report.html>

X. INTELLIGENCE ISSUES AND THE INTELLIGENCE PROFESSION

- A. National security versus democratic freedom – privacy issues
- B. Ethics and morality in the intelligence business
- C. Reorganizing the intelligence community and changing directors as a cyclical exercise
- D. The recruiting and training of intelligence professionals – artists or scientists or both?
- E. Changing requirements, limited capabilities and resources, how to build an agile workforce

Reading: (to be announced)

*Further Reference (not required reading):

Hans Born and Marina Caparini, *Democratic Control of Intelligence Services* (2007)

******* FINAL EXAMINATION (May 6th; 12:30-3:30 am) *******

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EVALUATION OF STUDENT PERFORMANCE

In order for a student to receive a passing grade for this course, all requirements must be completed. The following criteria will be employed in determining the final grade:

- A** - **Superior work:** Student demonstrates command of the subject matter in *considerable detail; exhibits a clarity, precision, and some originality in analytical argument*, written work well-organized, neat, proofread, and free of grammatical and/or spelling errors. All assignments completed on time. *Almost perfect attendance.*
- B** - **Good Work:** Student demonstrates command of the subject matter, exhibits clarity and precision in analytical argument' written work well-organized, neat, proofread, and free of grammatical and/or spelling errors. All assignments completed on time *unless specifically excused.* Good class attendance – *no excessive class absences.*
- C** - **Fair or Competent Work:** Student demonstrates *reasonable* command of the subject matter, exhibits clarity and *reasonable* precision in analytical argument, written work *reasonably* organized, with few grammatical and/or spelling errors. *Failure to complete one or more assignments on time. Excessive class absences.*
- D** - **Passing:** Less than competent work.
- F** - **Failure:** Student demonstrates little, if any, command of the subject matter, unsatisfactory written work in content or style, failure to complete one or more written assignments (*unless specifically excused*), failure to take either the midterm or final examinations (*unless specifically excused*), *poor class attendance.*
- I** - **Incomplete:** Assigned at my discretion according to the provisions outlined in the General Bulletin of the University. *An I grade is not automatic, it must be arranged in advance. Students must be aware of the deadline in removing an I grade before it becomes an F. It is not my responsibility to notify students of the impending deadline for removal of the I grade.* Please check the university calendar.