This seminar-style course examines the history, institutions, people, and processes of intelligence as a critical element of national and international security, with special emphasis given to the relationships between the intelligence community and policy makers.
Learning Outcomes

1) Problem Solving in International Affairs: Students will be able to use their knowledge of international affairs in a practical problem-solving way to address issues of immediate international concern.

For this course, that includes
   1. Demonstrate how the intelligence enterprise contributes to the policymaking process,
   2. Understand the role of intelligence in historical and current international security situations,
   3. Demonstrate a working knowledge of the role of intelligence, the intelligence community, technology, and the institutions in addressing security challenges facing the United States,
   4. Analyze the factors, events, and changing nature of the threat that influenced United States intelligence and national security policy,
   5. Understand how modern technology influences intelligence and consider how future developments in this realm may affect the intelligence community and process.

2) Effective Communication Skills: Students will be able to express their arguments clearly and effectively both in written reports and in their research and oral presentations.

3) USG BOR Social Science General Education: Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

Class Requirements

1) Analytical Essays 1 (15%)
2) Analytical Essays 2 (15%)
3) Individual Significant to Intelligence and International Security Essay & Discussion (20%)
4) Agency, Institution, or Legal Entity Significant to Intelligence and International Security Essay & Discussion (20%)
5) Significant Controversy Related to Intelligence and International Security Essay & Discussion (20%)
6) Analytical Simulation Exercise (10%)

Additional requirement for 8803 students
7) Class Presentation (15%)

Analytical Essays

Twice throughout the semester, a list of questions will be distributed. If enrolled in INTA 4007, you will chose 2 questions to answer. If INTA 8803, you will chose 3
questions to answer. Each answer will be 300-750 words. Questions will be distributed one week before they are due. You might think of these as take-home essay questions.

Analytical Essays 1 will be due Monday, 7 October, i.e., Week 8.

Analytical Essays 2 will be due Monday, 4 November, i.e., Week 12.

**Individual Significant to Intelligence and International Security Essay & Discussion**

1) Prepare a 1000-1500 word essay detailing
   a. Brief bio
   b. Role and impact
   c. Why you chose that person
   d. Yes, you need references - minimum 5, excluding Wikipedia

2) Submit electronically NLT 10AM 16 September. Email directly to MEK with cc to class list serv.

3) Be prepared to talk about your person in class.

**Agency, Institution, or Legal Entity Significant to Intelligence and International Security Essay & Discussion**

1) Prepare a 1000-1500 word essay detailing
   a. Brief history
   b. Role and impact
   c. Why you chose that agency, institution, or entity
   d. Yes, you need references - minimum 5, excluding Wikipedia

2) Submit electronically NLT 10AM 23 October. Email directly to MEK with cc to class list serv.

3) Be prepared to talk about your selected topic in class.

**Significant Controversy Related to Intelligence and International Security Essay & Discussion**

1) Prepare a 1000-1500 word essay detailing
   a. Brief history
   b. Role and impact
   c. Why you chose that controversy
   d. Yes, you need references - minimum 5, excluding Wikipedia

2) Submit electronically NLT 10AM 14 November. Email directly to MEK with cc to class list serv.

3) Be prepared to talk about your selected topic in class.

**Analytical Simulation Exercise**

You will participate in an exercise modeled on analytical practices of the intelligence community. The simulation will be done in class on 2 December, i.e., the last day of class. Additional information will be distributed.
INTA 8803 Students - Class Presentation
Once during the semester you will present (~30-45 minutes) on a class topic from the syllabus and lead discussion. Additional guidance will be distributed in class.

Grade Change Policy
Appeals for grade changes should be reasonable both in argument and submission time, i.e., within two weeks of return. Specific detailed information on grade change will be distributed upon return of assignments.

Late Assignment Policy
Generally, late assignments without documented excuse as outlined in Georgia Tech official policy will not be accepted. Major exception: as noted in the syllabus. If you have a scheduling conflict, please contact me before the assignment is due.

Attendance and Participation
You are expected to make reasonable efforts to attend all classes and participate actively. I recognize that both anticipated and unanticipated events may overlap with the regularly scheduled class. I reserve the right to make attendance a portion of the grade if it is a problem.

Arriving Late and Departing Early
While I recognize that both anticipated and unanticipated events may overlap with the regularly scheduled class, if you have an ongoing conflict that occurs at the same time as this class, perhaps you should reconsider. Repeated tardiness reflects poorly on you and can disrupt the entire class. If you ask to depart my class early for another event, you are communicating what is your priority. I reserve the right to make attendance a portion of the grade and penalize for lateness if it is a reoccurring problem.

Electronic Devices
They are allowed. My right to rescind is reserved. The use of electronic devices can hinder learning and impact your grade, see e.g., “Checking phones in lectures can cost students half a grade in exams” and primary data included therein, https://phys.org/news/2018-07-students-grade-exams.html. The other problem is rudeness or the unintended perception of rudeness, which is especially bad when/if we have guest speakers. Unfortunately this has been a problem in the past on multiple occasions, so it now gets a section in the syllabus.
Course Materials

One text is required:


Other documents and articles as noted in the syllabus, including


Blogs

   To SUBSCRIBE to Secrecy News, go to: https://fas.org/sgp/news/secrecy/subscribe.html


3. The Soufan Group TSC IntelBrief http://thesoufancenter.org/intelbrief/


Accommodations for Students With Disabilities

Per Georgia Tech policy: if you have a significant disability, special arrangements will be made to accommodate documented needs (through the ADAPTS office). Please contact me after class or at your earliest convenience.

Academic Integrity

For all assignments, materials, and exams, you are expected to maintain the highest academic integrity.
Per the Georgia Tech Honor Code, plagiarism is an act of academic misconduct. The Georgia Tech Honor Code specifies: “Plagiarism’ is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one’s own mind. It involves the deliberate use of any outside source without proper acknowledgment.”

Plagiarism ranges from the blatant – purchasing a term paper or copying on an exam – to the subtle – failing to credit another author with the flow of ideas in an argument. Simply changing a few words from the writings of other authors does not alter the fact that you are essentially quoting from them. Paraphrasing of this sort, where you use the words of another almost verbatim without acknowledging your source, is the most common form of plagiarism among undergraduate students and academics. When you state another author’s viewpoint, theory, or hypothesis – especially when it is original or not generally accepted – you must also include a reference to the originator. In general citations are unnecessary when the information is considered common knowledge or a matter of widespread agreement or controversy.

For more information on the Georgia Tech Honor Code, please see http://www.honor.gatech.edu.

In short: just don’t cheat.
This is one instance when asking forgiveness rather than permission is *not* a good strategy.

THE SYLLABUS IS DYNAMIC AND IS LIKELY TO BE UPDATED THROUGHOUT THE SEMESTER.
Course Calendar and Content

WEEK 1

19 August:  Class intro: introduction, framing the course, expectations, assignments, schedule
Sun Tzu, Thucydides, & Clausewitz on intelligence (& chance)

Further reading
- David Kahn, “Clausewitz and Intelligence,” *Journal of Strategic Studies*, 1986, pp 117-126, [https://doi.org/10.1080/01402398608437261](https://doi.org/10.1080/01402398608437261)

21 August:  Basic concepts
What is intelligence?
Who? The IC
Types of intelligence: tactical vs strategic vs anticipatory
The language
The process: the intelligence cycle, consumers, budget, oversight

Reading
- Kennedy, *Of Knowledge and Power*
  - Appendix A. The Intelligence Cycle
  - Appendix B. The U.S. Intelligence Community

Further reading
List of EOs related to Intelligence Community and Intelligence Sharing, https://www.intelligence.senate.gov/laws/executive-orders

WEEK 2

26 August: The intelligence cycle I
Collection disciplines and processing

Reading
- Kennedy, Of Knowledge and Power
  - Pt. I. Collection
  - 1. Planning, Collecting, and Processing
  - 2. People, Technology, and Money

28 August: The intelligence cycle II
Analysis I
Methods

Reading
- Kennedy, Of Knowledge and Power,
  - Pt. II. Analysis
  - 3. Analysis: Challenges of Management
  - 4. Analysis: Torments of Sisyphus

WEEK 3

2 September: Labor Day – No class

4 September: The intelligence cycle III
Analysis II
Dissemination

Reading
- Kennedy, Of Knowledge and Power
  - Pt. III. Dissemination and Use
  - 5. Dissemination
  - 6. Using Intelligence
WEEK 4

9 September: Consumers, Congress

Reading

– Kennedy, Of Knowledge and Power
  o Pt. IV. Oversight
  o 7. Executive Branch Oversight
  o 8. The Struggle for Congressional Oversight
  o Appendix C. Congressional Access to IC Materials


Further reading


11 September: International and private entities

Reading


– Darren E. Tromblay, “Intelligence and the Intelligentsia: Exploitation of U.S. Think Tanks by Foreign Powers,” International Journal of Intelligence and


WEEK 5
16 September: Individual Significant to Intelligence and International Security Essay & Discussion

18 September:
Watch (on your own or together)

WEEK 6
23 September: Counterintelligence
Insider Threats: Aldrich Ames (CIA), Robert Hannsen (FBI), John A. Walker (US Navy)
Why Americans Commit Espionage

Reading
Further reading


Further reading


25 September: Secrecy, Leaks, Privacy, Civil Liberties

Reading


Further reading

WEEK 7

30 September: Ethics

Readings

Further reading
- Russell Miller, ed. U. S. National Security, Intelligence and Democracy: From the Church Committee to the War on Terror. New York: Routledge, 2008

2 October: Catch-up/Flex Day

WEEK 8

7 October: Washington and Spying in the Revolutionary War
Intelligence in the Civil War
Pearl Harbor & Midway

Reading

**Further reading**

– Browse: Spy letters from the American Revolutionary War, [http://clements.umich.edu/exhibits/online/spies/index-clinton.html](http://clements.umich.edu/exhibits/online/spies/index-clinton.html)

**Watch/Listen**


**Analytical Essays #1 due**
9 October: Cold War
Cuban Missile Crisis

Reading

Further reading
- James J. Wirtz, Organizing for Crisis Intelligence: Lessons from the Cuban Missile Crisis,” *Intelligence and National Security*, 13:3, 1998, pp 120-149, [https://doi.org/10.1080/02684529808432496](https://doi.org/10.1080/02684529808432496)

WEEK 9

14 October: No class – Fall Recess

16 October: Nuclear Proliferation
Israel
India/Pakistan
AQ Khan
Reading


Further Reading


WEEK 10

21 October: Collapse of Soviet Union
Strategic Surprise

Reading


Further reading


23 October: Agency, Institution, or Legal Entity Significant to Intelligence and International Security Essay & Discussion
WEEK 11

28 October: 9/11 (& More Strategic Surprise)

Reading
- Browse: National Commission on Terrorist Attacks Against the United States, 2001 (9/11 Commission), [https://www.9-11commission.gov/](https://www.9-11commission.gov/)

30 October: TBD

WEEK 12

4 November: Iraq WMD

Reading
- Philip H.J. Davies, “Intelligence Culture and Intelligence Failure in Britain and the United States,” *Cambridge Review of International Affairs*, 17:3, 2004, pp 495-520, [https://doi.org/10.1080/0955757042000298188](https://doi.org/10.1080/0955757042000298188)

6 November: Flex/Catch-up day

Analytical Essays #2 due

WEEK 13

11 November: Russia
- China
  - Maskirovka, Kompramat, and Guanxi (関係)

Reading

Further reading
Optional Video

13 November: Emerged and Future Tech
UAVs, (more) cyber, AI

Reading

Further reading

WEEK 14

18 & 20 November: Significant Controversy Related to Intelligence and International Security Essay & Discussion

WEEK 15

25 & 27 November: *Thanksgiving Break*

WEEK 16

2 December: *Analytical Simulation*
No Final Exam

**One Last Thought**

*Collaboration, sharing ideas, etc.*

“Talk about your ideas. Help your colleagues work out their problems. Pay attention to what other people are doing, and see if you can learn something, or if you can contribute.

“Other than the mundane goal of getting your degree, you are in school to push back the frontiers of knowledge. You do this by generating and exploring new ideas. There is no way that you will ever be able to explore all of the ideas that you generate, but some of those ideas that you discard might be just what some of your colleagues are looking for.

“Human nature tends to make us want to hoard our own ideas. You have to fight against that. Human nature also tends to make us treat other people’s ideas with disrespect. The closer the idea to our own area of research, the more likely some part of our brain will try to find fault with it. Fight against that even harder.

“You will find many people in academia who give in to the dark side. These Stealth Researchers never discuss what they are working on, except in vague and deceptive terms. They are experts at finding fault with the work of their colleagues. The Stealth Researcher writes papers that make very grand claims, but you can never quite figure out what they’ve accomplished and what they haven’t. He is a master at omitting the key detail of the design or process that would enable others to follow his work. The Stealth Researcher is a knowledge diode, a roach motel for information. He has replaced the fundamental goal of discovery and publication with the twin evils of ego and empire.

“Be open about what you are working on. Be honest about what you’ve done, and even more honest about what you haven’t. Don’t ever hide an idea for fear that someone will steal it, even if you are talking to a Stealth Researcher. With patience, maybe we can cure them.”

*Prof Kristofer S.J. Pister, Electrical Engineering and Computer Science, UC Berkeley*