

**IR 304: Intelligence and Espionage
Spring 2008
Class MWF 10:00-10:50, ZHS159
Discussion Sections: VKC203
T 10:00-10:50; 11:00-11:50
TH 10:00-10:50; 11:00-11:50**

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TA's: TBD

Course Description:

"Intelligence is probably the least understood and most misrepresented of all professions." Allen Dulles

"The definition of good tradecraft is to cause no ripples on the surface." Antonio Mendez

Intelligence is a normal function of government; just because some details are secret does not mean that we cannot study and understand it as a discipline. This course will provide a comprehensive introduction to U.S. intelligence – what it is, who does it and who uses it. To set the story straight, we will spend some time debunking the myths about intelligence perpetuated through popular culture. Once we have the basics, we will focus on placing intelligence issues in their policy context and look at some of intelligence-related ethical issues. Although this is a course on U.S. intelligence, we will also take a brief look at some of the intelligence services/systems of other countries.

Course Objectives: At the end of this course, you will be able to:

- Define basic intelligence concepts and describe the associated processes
- Identify the components of the U.S. Intelligence Community and describe their general responsibilities
- Identify U.S. intelligence consumers and describe how their needs differ
- Discuss current events related to intelligence in an informed manner
- Explore ethical issues in collection, analysis, and dissemination and the use of intelligence as a policy tool; also explore secrecy versus openness in a democratic society
- Describe how various intelligence gaps/issues can be addressed (who should be tasked to act using what disciplines and tools, and what problems might be encountered)
- Assess how new threats and challenges can be addressed by the intelligence community

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Required Texts

Mark M. Lowenthal; Intelligence, From Secrets to Policy, Third Edition (CG Press 2006) available for purchase at the bookstore

Christopher Andrew; For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush (Harper Collins 1995) available for purchase at the bookstore

Readings related to case studies and exercises conducted during discussion sections, as well as the list of films/books for the paper, will be posted on blackboard and/or handed out in class.

Additional Reading Materials

You will also be expected to be prepared to discuss items of intelligence interest as they appear in the news media; several papers which work the intelligence beat quite intensely include New York Times, Los Angeles Times, Washington Post, Christian Science Monitor, Wall Street Journal, Financial Times and The Economist.

Additional **optional** reading materials will be identified for those interested in specific subjects. Several resource references will be available on reserve in the library. Also, a multitude of websites provide excellent on-line intelligence resources (list will be provided via blackboard).

Assignments/Grading breakdown

One essay (final exam) = 25 %

Three quizzes (each 10 %) = 30%

One book/film report = 20%

Three current events reports (2 out of 3 count towards grade) = 10%

Three case studies/exercises (5% each) = 15%

One Essay (final exam) = 25 %

We will start and end the semester with an essay question: What is intelligence and what should it do? The initial assignment will be half a page or less due after the first class session; it will allow me to assess your thinking about intelligence and to select specific issues to be highlighted during class. The second essay will be your final in-class exam, counting as 25 percent of the grade. Specific instructions will be provided concerning how the final essay should be structured and how selected topics should be addressed.

Three Quizzes (each 10 %) = 30%

There will be three in-class quizzes, each focused on one of the first three course objectives to see if you can correctly define basic intelligence concepts and describe the associated processes; identify the components of the U.S. Intelligence Community and

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describe their general responsibilities; and identify U.S. intelligence consumers and describe how their needs differ. Each quiz will count as 10 percent of your grade.

One Book/Film Report = 20%

You will read/view a fictional spy novel/film and write a report assessing how well the novel/film does or does not depict the craft of intelligence and espionage. You will be expected to briefly describe the general foreign policy issue being treated, identify which intelligence concepts and tools are depicted, describe the interplay between the intelligence collector and consumer, and discuss any ethical/policy issues raised. You will then compare the myth to the reality. A list of films/novels from which you can select will be provided (I have personally read or viewed them all!!!). This paper will count as 20 percent of your grade and will be due towards the end of the semester.

Three Current Events Reports (2 out of 3 count towards grade) = 10%

As class progresses, you will be tasked to write one-paragraph reviews of intelligence-related news articles. Brevity and clarity are virtues of writing in the intelligence style; this will be your chance to practice. Attached to a copy of the article, you will define/describe the intelligence issue; state how it relates to a foreign or domestic policy issue; agree or disagree with any positions taken in the article, and say why. Assignments will be rotated around so that each student will complete three such short reviews during the course; because intelligence issues in the news are unpredictable, the best 2 of 3 assignments will count as 10 percent of your grade.

Three Case Studies/Exercises (5% each) = 15%

Although this will be a large class, participation is encouraged in the lecture sessions. However, since practical application is where you will likely learn the most, attendance at discussion sections is highly recommended and is mandatory to receive credit for graded assignments given/discussed during specific sessions. There will be three such graded assignments throughout the semester, each counting as 5 percent of your grade for a total of 15 percent. Each assignment will include both a group discussion and then a short written commentary to demonstrate your critical thinking about the issues addressed; as there are no right or wrong answers to these exercises, grading will be based on your demonstrated understanding of concepts and clear arguments to support any position you take.

Note on the Instructor: The Central Intelligence Agency assigns senior officers to fill faculty positions at military service academies, military staff colleges, and selected civilian institutions of higher learning. Despite CIA sponsorship for this program, I am independently responsible for the design, content and conduct of my classes, so view points I present are mine alone and should not be attributed to the CIA as a whole. As an Operations Officer/intelligence practitioner with 20 years of undercover experience in Washington, Latin America and Europe, I have done analytic and operational work in the disciplines of foreign intelligence, counterintelligence and covert action. I have worked with intelligence services of other countries as well as with many agencies of the U.S. Intelligence Community. I have collected intelligence to support other members of the intelligence community, law enforcement, the military and policymakers. I have

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briefed oversight members and staffers of the U.S. Congress. I have navigated the ethical dilemmas inherent in intelligence. My objective is to place my experience in a learning context to help you better understand the strengths and weaknesses of intelligence as a discipline.

Conduct of the Class:

Lecture sessions: This class is NOT about being James Bond; it IS about understanding the craft of intelligence and its role in an open society. Each lecture session is an opportunity to become a more informed citizen and to give you the opportunity to tap into my 20 years of experience as an intelligence officer. As we cut through the myths, you will have questions; there will be controversy on selected issues. You cannot have an informed voice if you are not present.

Discussion sections: This is your opportunity to learn by doing. Discussions, exercises and cases studies will allow you to apply concepts and to work through some of the dilemmas related to intelligence. Selected exercises and case studies will be graded; you cannot receive credit for the assignment if you do not attend the discussion section related to the assignment.

Due dates are strict; this allows us both to assess your progress and adjust if needed as we move through each section to the next level. You will lose one letter grade for every day an assignment is late, unless you have discussed the issue with me and I have given you permission to submit the exercise late. DO NOT ask the TA. In-class quizzes and the final exam cannot be made up except in the case of an excused absence.

Readings: I have provided required readings, as well as resources for additional reading on a variety of topics for those with further interest. The required readings are building blocks for lectures and exercises; completing them before the related class will make your learning process easier. I will not review readings in class unless you have specific questions.

Get to know me: Please come to my office hours and/or e-mail me to discuss your questions about an issue, the course and/or the readings. The success of this class is built around dialogue and a spirit of inquiry. If you have a problem, there is a solution we can find together.

Technology: Despite the technical issues inherent in cell phones to tradecraft (after the class on SIGINT, this will be clear), you may bring your cell phone to class; however, if it rings or you are found using it during class, you will be asked to leave the room for the rest of the class. Computers are for taking class notes only; those observed surfing, chatting, etc. will not be allowed to bring computers again. Recording of class sessions is not allowed under any circumstances.

Behavior: We will not tolerate any form of academic dishonesty. Any violation of USC rules as articulated in SCampus will result in an F for the class. Las Vegas rules apply - what happens in class stays in class. This way we will all be free to speak our minds on what will likely be some controversial and sensitive issues. All participants are expected to maintain an atmosphere of open-mindedness and tolerance for the viewpoints of others, as well as civility in the face of disagreements.

Course Readings/Class Sessions (details to be provided)

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.