

CRIM.3490 – 101
Intelligence and National Security

Spring 2024
Mon. & Wed.: 2:00 – 3:15 p.m.

Instructor

Professor: Prof. Christopher Linebarger

Email: Christopher.Linebarger@uml.edu (preferred communication method).

Course Website: Blackboard

Office: HSSB 435

Office Hours: Mon. & Wed., 12:00 PM – 1:30 PM

Course Description

This course is designed to provide students with an understanding of how the U.S. intelligence community functions, where it fits in the policy making and law enforcement systems of U.S. democracy, and its role in the protection of national security.

Course Learning Objectives

On completion of the course, students should be able to:

- Understand the function of national security intelligence and key aspects of national security policy-making;
- Describe how the Intelligence Community (IC) operates;
- Obtain basic understanding of the process by which intelligence is produced;
- Demonstrate understanding of the relationship between intelligence producers and consumers;
- Demonstrate understanding of the reasons for intelligence failures and how lessons can be learned from previous mistakes; and,
- Recognize and evaluate the challenges facing intelligence services in the contemporary world.

Required Textbook & Readings

Readings assigned for each session of the course are listed in the Course Calendar at the end of this document.

There is one textbook that is required for this course. Students should purchase this book and read the relevant sections as assigned every week. We will also read a number of pieces consisting of journal articles and webpages; these can be found in the Blackboard system.

The textbook is as follows:

- Mark Lowenthal. 2022. *Intelligence: From Secrets to Policy. Ninth Edition.* CQ Press.
ISBN#: 978-1071806371.

Illness & COVID Policies

Students are expected to attend class regularly, as regular attendance is one of the most important contributors to student success. However, students may occasionally need to miss class due to illness, emergency, or caring for a sick family member. In such cases, you are responsible for notifying me of your absences and working with me to arrange to make up any missed work. I will be very accommodating to students who are experiencing pandemic or illness related challenges, but you must communicate your requests with me regularly and with as much advance-notice as possible.

If you test positive for COVID, are exposed, and/or are required to quarantine, ***do not attend class!*** Doing so will not count against your grade.

Also, if you feel sick (COVID or not), ***do not attend class!*** Even if you are only experiencing a cold, both your fellow students and I would be more comfortable if you recuperate at home. Doing so will not count against your grade.

Likewise, if I should need to miss class, I will communicate with you via email as soon as possible with instructions.

If the University returns to remote learning, or if the professor must quarantine, necessary adjustments to this syllabus will be made.

Disability Services

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the Student Disability Services webpage for further information.

Additionally, Student Disability Services supports software for all students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work,

and create study guides. You can download the software from the IT Software webpage on the UML website.

Link to Student Disability Services: <https://www.uml.edu/student-services/Disability/>

Link to IT Software: <https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx>

Diversity, Inclusion, and Classroom Community Standards

UMass Lowell – and your professor – value human diversity in all its forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Enrich yourself by practicing respect in your interactions, and enrich one another by expressing your point of view, knowing that diversity and individual differences are respected, appreciated, and recognized as a source of strength.

Academic Integrity Policy

All students are advised that there is a University policy regarding academic integrity. It is the students' responsibility to familiarize themselves with these policies. Students are responsible for the honest completion and representation of their work.

Link to UMass Lowell policy: <https://www.uml.edu/catalog/undergraduate/policies/academic-policies/academic-integrity.aspx>

Students should follow accepted ethical and moral standards in their academic work. Academic misconduct, including plagiarism or cheating, will result in a zero on the assignment in question.

University Privacy Statement

UMass Lowell recognizes the importance of mutual trust between students and faculty. Neither faculty nor students may record video or audio of a course or private conversation without all parties' consent. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission. Recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing of or selling recordings of classroom activity, discussions or lectures with any other person or medium without permission of the instructor is prohibited.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions, and to do so without awkward confrontations with their fellow students. It is your responsibility to be on time and stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. If you are unavoidably late, please enter the classroom with as minimum a disruption as possible. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments:

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments:

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Inclement Weather and Class Cancellations

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make adjustments to the class schedule.

Assignments

The class contains a total of 220 possible points. There are four major components to the class. The point breakdown for each is listed below:

1. Attendance and Professionalism (20 points total)
2. Reflection Papers (40 points total)
3. Film Reaction Paper (20 points)
4. Essay (50 points)
5. Two exams (1 midterm, 1 final; 45 points each; 90 points total)

Deadlines

The table below shows each assignment's window of availability and its due date. All assignments are due at 11:59 PM of their respective due dates.

Assignment	Assignment Window	Due Date
Week 2 Reflection	Jan. 22 – Jan. 28	Sunday, Jan. 28
Week 3 Reflection	Jan. 29 – Feb. 4	Sunday, Feb. 4
Week 4 Reflection	Feb. 5 – Feb. 11	Sunday, Feb. 11
Week 5 Reflection	Feb. 12 – Feb. 18	Sunday, Feb. 18
Film Reaction Paper	Feb. 20 – Feb. 25	Sunday, Feb. 25
Exam #1	Mar. 11 – Mar. 17	Sunday, Mar. 17
Week 9 Reflection	Mar. 18 – Mar. 24	Sunday, Mar. 24
Week 10 Reflection	Mar. 25 – Mar. 31	Sunday, Mar. 31
Week 11 Reflection	Apr. 1 – Apr. 7	Sunday, Apr. 7
Week 12 Reflection	Apr. 8 – Apr. 14	Sunday, Apr. 14
Essay	Until deadline	Sunday, Apr. 21
Exam #2	Finals Week	Finals Week

Late Assignment Policy

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction per day. Assignments submitted more than 5 days after the deadline will not be accepted and will receive a zero.

1 – Attendance and Professionalism (20 points total)

Attendance:

I will regularly take roll and then post your attendance record in Blackboard. Your attendance grade will be based upon the proportion of times you attend out of the total number of time that I take the roll. You have two “free” absences before they will impact your grade.

Professionalism:

Although lectures comprise most of this class, it is my intention to also emphasize discussion. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and be willing to participate in discussions. Students are therefore expected to engage with the lectures by asking questions, responding to prompts, providing thoughtful analysis, etc.

My hope is that the classroom will have an atmosphere in which ideas and opinions will be welcomed and addressed. As such, please note that you will be graded on a number of criteria beyond simple participation, under the rubric of “professionalism,” and you are expected to act in a professional manner.

Other ways to lose points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes, texting, browsing the internet), leaving class early without my explicit prior approval, repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

Please note that leaving class before it is dismissed and then not returning is extremely rude. Perhaps most importantly, it is highly disrespectful to the learning environment of your fellow students. If you engage in this behavior, you will be marked as absent for the day. If you must leave class early, please obtain my explicit prior approval. If you become sick and must leave early, please email me afterwards.

2 – Reflection Papers (5 points each; 40 points total)

During some weeks of the semester, I will provide a prompt in Blackboard. Each student will need to write a 500 word reflection paper that responds to these questions by 11:59 PM on Sunday. These reflection papers are to be based on a critical understanding of the readings. The Reflection Papers are to be free of unsupported opinion and are, instead, to be focused on objective analysis of the issues posed in the prompts. Reflection papers should be double spaced, with one inch margins. A cover page is not necessary.

3 – Film Reaction Paper (20 points)

- The due date is specified in the Deadlines Table, and in the Calendar below.
- **Instructions:** The professor will be at a conference on February 20 & 21. In lieu of a regular class, you are to watch a documentary that will be provided. Upon watching the video, you are then to complete the “Reaction Paper” according to the prompt below.
- **Prompt:** Assess the case of 9/11. Who was most at fault for failing to anticipate the attack? The Intelligence Community itself, or the policy-makers whom it advises (ie, Congress, national security staff, the President)? Was the IC held sufficiently accountable for the failures of 9/11?
- **Guidelines:** Your reaction paper must be 500 words in length; be double-spaced; and contain no abstract or block quotes. Please ensure that you keep to within +/-10% of the specified word limits. Assignments that do not keep to within these limits will be penalized. To make sure your essay respects the word-count, use the “review” tab in Microsoft Office and click on “word count,” make sure to un-tick “Include, textboxes, footnotes...”. A word count should appear at the end of your essay.

4 – Two exams (45 points each; 90 points total)

There will be two exams in this class: a midterm and a final. These exams will pose a mix of multiple choice and written questions. Neither exam is cumulative. Both exams will be administered in Blackboard. Both exams are timed for three hours.

“Make up” exams are available only for legitimate family and medical related emergencies, and school-sanctioned events in which the student is a direct participant. Students seeking a “make up” exam must provide documentation and must contact me as far in advance of the exam as possible. I will then set a time for you to take the exam. Please note that although “make up” exams will test the same material as the standard exams, the questions themselves may be altered.

5 – Essay (50 points)

All students are to submit a **2500 word paper on the dates specified**. Please ensure that you keep to within +/-10% of the specified word limits. Essays that do not keep to within these limits will be penalized. To make sure your essay respects the word-count, use the “review” tab in Microsoft Office and click on “word count,” make sure to un-tick “Include, textboxes, footnotes...”. A word count should appear at the end of your essay.

Your essay will respond to one of the following questions (choose **one**):

1. How effective was CIA covert action during the Cold War in terms of containing communism?
Answer the question by comparing and contrasting two cases in which the CIA attempted to influence another country’s politics. What lessons can be learned by comparing these two cases? Cases to select are: CIA actions in Italy (1948), Guatemala (1954), Iran (1953), the

Congo (1960), the Bay of Pigs (1961), Vietnam (1963), Tibet (1951), Afghanistan (1980s), Nicaragua (1980s).

2. Choose two collection disciplines. Which one of those disciplines is likely to produce superior intelligence, and is it likely to replace the others in the future? Disciplines to select are: HUMINT, SIGINT, IMINT, OSINT.
3. Compare and contrast two controversial cases in which critics allege that American intelligence agencies have committed ethical lapses. What lessons can be learned by comparing these two cases? Possible cases include: COINTELPRO (1956–1971), MKULTRA (1950s–1970s), Watergate (1972–74), the Iran-Contra Affair (1985–87), extraordinary rendition (early 2000s), the NSA's warrantless wiretapping (early 2000s), the PRISM program (after 2007).
4. Compare and contrast two cases in which an intelligence officer(s) betrayed their country. What were the consequences of their betrayal, and how good was the counter-intelligence work in their case? What lessons can be learned by comparing the two cases? Possible cases include: The Cambridge Five (counts as one case, early 1950s), Klaus Fuchs (1940s), Alger Hiss (1930s), the Rosenbergs (counts as one case, 1940s), Aldrich Ames (1980s–90s), Robert Hanssen (1980s–90s), Oleg Penkovsky (1960s), Oleg Gordievsky (1980s).
5. Compare and contrast two examples of intelligence success. What were the consequences of these successes? Were the origins of success mainly related to processes undertaken by intelligence agencies themselves (e.g., successes of collection, analysis, or dissemination), or were they policy-successes (e.g., successes by elected or appointed decision makers)? What lessons can be learned by comparing these two cases? Possible cases include the MAGIC program (1941–45), the ULTRA program (1941–45), OSS support for resistance to German occupation of Europe (1941–45), the Battle of Midway (1942), the Venona Program (1943–80), the U2 flights over the USSR (1955–60), the Corona project (1959–72), The Canadian Caper (“Argo”) (1980).
6. Consider two cases in which foreign intelligence agencies are primarily used to keep a ruling dictatorship in power. How did those agencies try to accomplish their goals, and did they succeed? What lessons can be learned by comparing the successes and failures of these two cases? Possible cases include: the Soviet KGB and predecessors (1920s–1991), the East German Stasi (1940s–1989), the Iranian SAVAK under the Shah (1950s–1979), Iraqi Mukhabarat under Saddam Hussein (1970s–2003), the Chilean DINA under Augusto Pinochet (1970s).

Additional paper policies

Additional policies for the paper are as follows:

1. I will set Blackboard to allow repeated submissions until the deadline. In this way, you can check your paper for plagiarism and modify your paper. Only your final submission will be graded, and only the final plagiarism report will be counted. Further instructions for submission will be provided when we are closer to the due date.
2. Your essay is to have one-inch margins, double-spacing, 12 point font, and a standard typeface (e.g., Times New Roman, Arial, Calibri, etc.).

3. A cover sheet or running head should be included. No abstract is to be included.
4. The aim of the essay is to gain practice at building an argument and to learn how to recognize good research. As such, students must provide attribution throughout their paper for each fact, assertion, or argument. Attribution is given with citations and a references page. All quotations should be cited, of course, but overly-extensive use of quotes to inflate your word-count will result in a lower grade.
5. You must use scholarly sources (journal articles, academic books, government reports, etc.). The aim of the exercise is to gain practice at original research and to learn how to recognize a good source on which to base an argument. As such, questionable websites and encyclopedias are not permitted for use as references. Generally, questionable websites include anything with a “.com” or a “.org” top level domain. Citing or giving attribution to Wikipedia or any other encyclopedia resource is expressly forbidden (including, but not limited to, Encyclopedia.com and History.com).
6. You should use at least **five scholarly sources**. News articles and other sources can be cited, but do not count toward the five academic sources. Citations should be made for all references to facts, figures, assertions, claims, etc. The point of a citation is to signal to the reader where your evidence comes from, as well as the ideas upon which your essay rests. They do not exist simply to reference quotations. As a general rule, every paragraph must include citations.
7. Please use parenthetical citations, in APA format.
8. A full reference list must also be included at the end of the essay, listing all sources in alphabetical order. The reference list must be excluded from the page count.
9. Plagiarism, which is defined as claiming the work of others as your own, is totally unacceptable. As well, using the language of another source with only a few word changes is a form of plagiarism, even if you provide a properly cited reference. Attempting to artificially construct a paper by pasting together the words of others, with little or no original writing of your own, is simply another form of plagiarism and will be treated as such. The aim here is for you to generate your own research.

Paper grading criteria

Papers are graded on the following criteria (with points out of 50 in parentheses):

1. **Argument (5):** Stated in introduction? Convincing? Original?
2. **Analysis (15):** Critical discussion/evaluation of facts? Conclusions logical?
3. **Coherence & Structure (7.5):** Line of argumentation? Contradictions? Terms used consistently? Logical Structure?
4. **Research (15):** Enough relevant sources? Quality of sources? Primary sources? Attribution given in text to all facts?
5. **Language and form (7.5):** Grammar/punctuation? Page numbers? Paragraphs? Referencing? Bibliography?

Each one of these criteria will then be graded according to whether it has (with percentages for each category):

- **No issues** (-0 %);
- **Minor issues** (-10 %);
- **Moderate issues** (-30 %);
- **Major issues** (-50 %);
- **Severe issues** (-70 %);
- **Significant issues** (-100 %).

Final Course Grades

Grades are assigned according to the following scale:

Letter Grade	Percentage
A	93–100%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.0%
D+	67–69.9%
D	64–66.9%
F	0–63.9%

Course Calendar & Assigned Readings

The following calendar is only a guide. Dates and topics are subject to change. Any changes will be announced in-class well ahead of time. It is your responsibility to keep up to date with any schedule alterations.

Readings marked “**Text**” are found in the textbook(s).

Readings marked “**Bb**” are to be found in the Blackboard system.

Readings marked “**Web**” are found on the internet.

Week 1, January 17: Course Introduction

Required readings:

- No readings.

Week 2, January 22: What is Intelligence?

Required readings:

- Lowenthal, Ch. 1.

Week 2, January 24: Threats to American National Security, part 1

Required readings:

- Lowenthal, Ch. 11.

Week 3, January 29: Threats to American National Security, part 2

Required readings:

- Lowenthal, Ch. 12.

Week 3, January 31: History of the US Intelligence Community, part 1

Required readings:

- Lowenthal, Ch. 2.

Week 4, February 5: History of the US Intelligence Community, part 2

Required readings:

- John M. Tidd. 2008. “From Revolution to Reform: A Brief History of U.S. Intelligence.” *The SAIS Review of International Affairs*. Vol. 28, No. 1. Bb.

Week 4, February 7: Organization of the IC, part 1

Required readings:

- Lowenthal, Ch. 2.

Week 5, February 12: Organization of the IC, part 2

Required readings:

- Dana Priest and William Arkum. 2010. “A Hidden World, Growing Beyond Control.” *Washington Post*. **Bb**
- Dana Priest and William Arkum. 2010. “National Security Inc.” *Washington Post*. **Bb**

Week 5, February 14: Intelligence Collection (HUMINT) (Part 1)

Required readings:

- Lowenthal, Ch. 5.

Week 6, February 20 & 21: NO CLASS (Professor at conference)

Required readings:

- The professor will be at a conference.
- You are to write a Film Reaction Paper according to the requirements given in the Assignments section of this syllabus.

Week 7, February 26: Intelligence Collection (Part 2) (TECHINT & OSINT)

- Matthew M. Aid and Cees Wiebes. 2001. “Introduction on the Importance of Signals Intelligence in the Cold War.” *Intelligence and National Security*. 16(10). **Bb**.
- “Open Source Intelligence: A Strategic Enabler of National Security.” *CSS Analyses in Security Policy* 3(32). **Bb**.

Week 7, February 28: Intelligence Analysis

- Lowenthal, Ch. 6.

MIDTERM EXAM. March 11–17. Distributed Online. Exam due March 17 at 11:59 PM.

Week 8, March 11: The Intelligence-Policy Nexus

- Lowenthal, Ch. 9.

Week 8, March 13: Intelligence Failure (Part 1)

- Lowenthal, Ch. 14.

Week 9, March 18: Intelligence Failure (Part 2)

- Richard K. Betts. 1978. "Analysis, war and decision: why intelligence failures are inevitable." *World Politics*. 31(1). **Bb**.

Week 9, March 20: Covert Action, part 1

- Lowenthal, Ch. 8.

Week 10, March 25: Covert Action, part 2

- David F. Rudgers. 2000. "The Origins of Covert Action." *Journal of Contemporary History* 35(2). **Bb**

Week 11, April 1: Counter-Intelligence, part 1

- Lowenthal, Ch. 7.

Week 11, April 3: Counter-Intelligence, part 2

- James M. Olson. 2001. "A Never-ending necessity: ten commandments of counterintelligence." *Studies in Intelligence*. **Bb**.

Week 12, April 8: Oversight & Accountability (Part 1)

- Lowenthal, Ch. 12.

Week 12, April 10: Oversight & Accountability (Part 2)

- Lowenthal, Ch. 13.

Week 13, April 15: Patriot's Day (NO CLASS)

Week 13, April 17: Intelligence Cooperation

- Jennifer E. Sims. 2006. "Foreign Intelligence Liaison: devils, deals, and details." *International Journal of Intelligence and Counterintelligence*. 19(2). **Bb.**

Week 13, April 19: Intelligence in Dictatorships (MONDAY CLASS SCHEDULE)

- Julie Anderson. 2006. "The Checklist Takeover of the Russian State." *International Journal of Intelligence and Counterintelligence*. 19(2). **Bb.**

Week 14, April 22: Comparative Intelligence

- Lowenthal, Ch. 12.

Week 14, April 24: Flex Day / Comparative Intelligence

- We will use this day to make up any material missed due to class cancelations. If no classes have been canceled, then we will wrap up the course by covering additional detail about the Comparative Intelligence.
- GlobalSecurity.org. "Ministry of State Security." <https://www.globalsecurity.org/intell/world/china/mss.htm> Web.
- GlobalSecurity.org. "Ministry of Public Security." <https://www.globalsecurity.org/intell/world/china/mps.htm> Web.

Exam #2 administered during Finals Week. Distributed online.

This syllabus is a guideline and is subject to change.

Last updated: March 12, 2024