

# Intelligence and National Security

CRIM 3490 -- 031

## General Course Information

**Instructor:** Dr. Christopher Linebarger

**Zoom chat sessions:** Tuesday, 7:00pm – 8:00pm

**E-Mail Address** (for use when Canvas is down): Christopher\_Linebarger@uml.edu

## 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.

As this course is offered online, the professor will not be offering lectures in the traditional format. Rather, the course will be discussion driven. Throughout the semester, discussion boards and assignments will elicit critical insight and interactions from each of the students. Students should take care to read and digest all the assigned readings --- they are a core component of the course and must be studied in order to have a successful semester.

## Course Objectives

This is a seminar in which students are expected to independently research the topics covered in the course and to form their own opinion. As such, all students are expected to be fully prepared for each week's topic, to have completed all assigned readings, and to actively participate in online discussions.

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.

## Course Materials

### Required readings:

There is no textbook required for this course. All readings consist in journal articles and other documents. These are linked within the Canvas system.

## **Course Materials “Release” Day**

Each "week" of this course typically begins on a Monday (12:00 AM ET), and ends on a Sunday (11:59 PM ET).

The course calendar at the end of this syllabus provides additional details with regards to the course schedule.

## **Interaction Guidelines**

During the semester, we will use three methods of communication:

1. Inbox (Please note that this is Canvas' mail utility; it is not your regular email. All Mail communications remain within Canvas).
2. Zoom Office Hours
3. Discussion Board

### **1 --- Email (“Inbox” in the Canvas menu):**

- Use this function to send messages concerning private and / or personal issues
- Please make sure to check your Inbox at least once per day
- You can expect a response from the instructor within 24 hours. I will post a course announcement if for some reason I am not able to respond quickly.

Please use the Inbox function for all communications related to your participation in the course (requests for assistance, clarifications, and issues with access to course materials, etc.).

### **2 --- Zoom Office Hours (see “Zoom” on the course menu):**

Each week there will be office hours held within Zoom. All students are welcome to attend. Office Hours are primarily for discussing course concepts and material. If you have private concerns, please communicate those in a venue with no other students present (ie, Canvas Inbox). Office Hours will be held each week on Tuesday, 7:00pm – 8:00pm.

Participation in Office Hours is entirely voluntary and optional. No grades will be assigned based on participation in these sessions. Office Hours should be a stress-free environment where we can discuss our course subject.

To enter Zoom, please click the Zoom link in the course menu on the left side of the screen.

Please observe the following chat room etiquette:

- Keep all subject matter related to the course.
- When you are “talking” to someone in particular, please begin your statement with that person’s name, followed by a colon. For example, if you want to ask John Smith a question, your statement would something like: “John: what do you think about...”

- Keep all statements appropriate, and free of inappropriate behavior and speech (e.g., swearing). Inappropriate behavior will result in being banned from future chat sessions.

### **3 --- Discussion Board (Discussion Board on the course menu):**

During a number of the weeks in the semester, I will post an open question or statement that is related to that week's course materials in a specific ``Discussion Questions" forum. Each student will post a 250 word **Answer** to each of these questions/statements. These **Answers** are to be based on a critical understanding of the readings. Answers can be written by going to the Discussion Questions form and selecting "Create Thread."

Students are also required to write a 250 word **Response** to one other student. This will facilitate an active discussion between all students, and serve as an exercise in critical thinking.

To ensure that sufficient time exists for students to respond to one another, the following policies are adopted:

**Answers** to the Professor's questions must be complete by the end of the day (11:59pm) on Thursday.

**Responses** to fellow students are due by the end of the (11:59) on Sunday.

## **Netiquette Guidelines**

The term “Netiquette” is short for “Network Etiquette.”

Please exercise proper behavior during all online interactions. Make an effort to be polite, considerate, and responsive. Please be professional and sensitive to other people's ideas, thoughts, and work. Constructive feedback of fellow student's work is encouraged, so long as it is respectful and civil.

Remember that in an online environment it is very difficult to convey meaning, tone, and emotion. Feel free to use emoticons. Please do not write in all caps, as this is the online equivalent of shouting and it is difficult to read.

## **Assignment Guidelines**

There are four major components to the class (with point values):

1. Discussion board (40 points total);
2. One WMD Simulation (20 points total);
3. Two exams (45 points each; 90 points total);
4. One Essay (“Intelligence Estimate”) (50 points total)

There are 200 points in total.

**Note:** No documents should be sent to the instructor using the Canvas Inbox or external e-mail. All submitted documents should be turned in using the link within the specific course module.

### **1 --- Discussion Board (40 points total);**

During many weeks of the semester, I will provide an open question that is related to that week's topics in the discussion board. Each student will need to post an **Answer** to these questions by 11:59 on Thursday of each week. A complete **Answer** will contain a clear and coherent idea that is supported by evidence. By 11:59 on Sunday, each student will then need to post **Response** to one of the other students. These **Responses** are to be constructive and coherent --- **Responses** that are rude and destructive will not receive any points.

In general, **Answers** and **Responses** should be around 250 words in length (approximately the length of a single half page paragraph). Discussion Board posts that are simply "I agree" or "I disagree" are not sufficient.

Each week's discussion board is worth 5 points. A complete **Answer** will be awarded 2.5 points. Each complete **Response** will be worth 2.5 points.

### **2 --- One WMD Simulation (20 points total);**

During one week of the class, I will provide you with material representing intelligence estimates produced by the Intelligence Community (IC) prior to the US invasion of Iraq in 2003. The US invasion was based, in part, on the IC's estimate that Iraq possessed Weapons of Mass Destruction (WMD) and intended to pass them to terrorist organizations, potentially including Al-Qaeda.

Your task is to evaluate the material I provide you and produce your own estimate. We will be discussing this assignment in detail prior to the assignment's due date. You will produce a 2—3 page assessment of the provided material, and you will then use your analytical judgement to conclude whether you think Iraq has WMDs. The format of an analytical judgement is highly specific. There will be a special lecture video released before the assignment that will discuss this format in more detail.

### **2 --- One Essay (50 points)**

All students are to submit **one 2,000-word essay due on the dates specified on the calendar below**. A word count should appear at the end of your essay.

The essay will take the form of an intelligence estimate or memo. Memos and estimates are common in the intelligence and national security sectors, including the military service branches. They provide information on current events that may affect the safety of US citizens and/or American national interests around the globe. They will typically focus on a theme (e.g., cyber security), an incident (e.g., a terrorist bombing), a group or individual (e.g., ISIS), or a particular region of the world (e.g., Afghanistan).

Your task will be to “imagine” that you are a low-level analyst inside the CIA tasked with briefing a senior level policy maker (i.e., the National Security Advisor or the President). Your job is to pick out the most important and relevant details in your topic. The memo should be timely, clear, and “actionable.” Possible topics will be made available early in the semester. We will be discussing intelligence briefings throughout the semester.

A successful memo will answer a number of questions as succinctly as possible:

- What's new?
- Why is it happening?
- What does it mean?
- How do we know?
- What might happen next?
- What opportunities are there to shape the future?

The memo should summarize your “key findings” at the beginning. After that, further elaboration of the findings is contained in the body of the memo, followed by an estimate of future developments and implications, or descriptions of the gaps in our knowledge. This format is sometimes called “BLUF” (Bottom Line Up Front), in which the conclusions are presented first, followed by amplifying information. Memos must be accurate, objective, concise, contain no personal opinions, and be written with grammar and wording following defined rules, and should be free of policy recommendations.

The following additional guidelines apply to your essay:

- 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 is expressly forbidden.
- All citations must be referenced using the APA standard, with parenthetical, in-text citations.
- A references page must also be included at the end of the essay, listing all sources in alphabetical order. The bibliography must be excluded from the word count.
- The essay must of suitable scholarly standard, with all quotes and citations properly referenced.
- All students must use at least five 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, encyclopedias (e.g., Wikipedia) and questionable websites are not permitted for use as references. You may cite news sources, but they do not count towards your source count.
- The title should stand as your first key judgement, or else convey a new development.
- Employ the BLUF format.
- Ensure that you use the language of analytical certainty.

- Provide analytical judgements.
- Provide the information needed to address issues and make decisions.
- Accuracy. Information should be checked for validity and reliability.
- Brevity. Do not provide excessive background information; get to the point.
- Be objective (don't give opinions).
- Discuss what comes next, implications, opportunities, and threats as appropriate.
- 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 bibliography. All quotations should be cited, of course, but overly-extensive use of quotes to inflate your word-count will result in a lower grade.
- 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. Please also note that using Generative AI to produce your paper is a violation of the University's academic integrity policy.

### **Essay grading criteria**

Essays are graded on the following criteria:

- **Argument:** Stated in introduction? Convincing? Original?
- **Analysis:** Critical discussion/evaluation of facts? Conclusions logical?
- **Coherence & Structure:** Line of argumentation? Contradictions? Terms used consistently? Logical Structure?
- **Research:** Enough relevant sources? Quality of sources? Primary sources?
- **Language and form:** Grammar/punctuation? Page numbers? Paragraphs? Referencing? Bibliography? Respecting word-count?

Each one of these criteria will then be graded according to whether it has:

- No issues (-0);
- Minor issues (-1);
- Moderate issues (-3);
- Major issues (-5); or,
- Significant issues (-7).

### **4 --- Exams (45 points each; 90 points total)**

There will be two exams during the class: a midterm and a final. Both will comprise 45 multiple-choice and true-false questions. Each will be open for an entire week, allowing you to choose

when to take the exam. You will then have 3 hours to complete the exams once you begin. Each is open note and open book. The midterm will be administered on the dates specified on the calendar below. The final will be administered during Finals Week.

## Late assignment policy

Late submissions can be accepted so long as students provide sufficient advanced notice. I prefer at least a week of notice, but that is not always possible. If a professional or personal responsibility prevents you from completing an assignment on time, please provide as much advance notice as possible.

In cases where no notice is given, the policy is that late submissions will receive a 10 percent reduction in the grade per day. Essays submitted more than five days after the deadline will not be accepted and will receive a zero.

Discussion posts that are made more than a week after the deadline will receive a .2% deduction for each day they are late.

There is no makeup date for the final exam unless prior arrangements are made with the instructor.

## Grades

**Your final course letter grade will be determined as follows:**

| Numeric Grade: | Letter Grade: |
|----------------|---------------|
| 188-200        | A             |
| 180-187        | A-            |
| 174-179        | B+            |
| 168-173        | B             |
| 160-167        | B-            |
| 154-159        | C+            |
| 148-153        | C             |
| 140-147        | C-            |
| 134-139        | D+            |
| 127-133        | D             |
| 0-126          | F             |

## Academic Integrity Policy

UMass Lowell Online students are expected to be honest and to respect ethical standards in meeting academic assignments and requirements. A student who cheats on an examination or assignment is subject to administrative dismissal. Please visit the [Academic Integrity](#) Web site for specific details regarding this policy.

## Student Disability Services

UMass Lowell Online students requiring academic accommodations should contact [Student Disability Services](#) for assistance.

## Course calendar

### Week 1 (Sept. 3 – Sept. 7): Introduction

#### Required readings:

- Welcome Letter
- Syllabus
- Amy Zegart and Michael Morell. 2019. “Spies, Lies, and Algorithms: Why US Intelligence Agencies Must Adapt or Fail.” *Foreign Affairs* 98(3): 85—97. Available online: <https://www.jstor.org/stable/26798154>

#### Assignments

- Post on the “Icebreaker” board
- Watch the lecture video(s)

### Week 2 (Sept. 8 – Sept. 14): What is Intelligence?

#### Required readings:

- *What is intelligence?* Available online: <https://www.dni.gov/index.php/what-we-do/what-is-intelligence>
- Michael Warner. 2002. “Wanted: A Definition of Intelligence.” *Studies in Intelligence*. Available online: <https://www.cia.gov/resources/csi/static/Wanted-Definition-of-Intel.pdf>
- Frederic Baron. 2024. “Why Define Intelligence?” *Research Short from National Intelligence University*. Available online: <https://ni-u.edu/wp-content/uploads/2024/04/Why-Define-Intelligence.pdf>

#### Assignments

- Watch the lecture video(s)
- Discussion Board

### Week 3 (Sept. 15 – Sept. 21): Threats to American National Security

#### Required readings:

- *Annual Threat Assessment of the US Intelligence Community*. Available online: <https://www.odni.gov/files/ODNI/documents/assessments/ATA-2024-Unclassified-Report.pdf>

#### *Assignments*

- Watch the lecture video(s)
- Discussion Board

## **Week 4 (Sept. 22 – Sept. 28): History of the US Intelligence Community**

#### *Required readings:*

- "History of the CIA." Available online: <https://www.cia.gov/legacy/cia-history/>
- John M. Tidd. 2008. "From Revolution to Reform: A Brief History of US Intelligence." *SAIS Review of International Affairs* 28(1): 5–25. Available online: <https://umasslowell.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=31525409&site=eds-live>

#### *Assignments*

- Watch the lecture video(s)
- Discussion Board

## **Week 5 (Sept. 29 – October 5): Organization of the Intelligence Community**

#### *Required readings:*

- "Explore the Journey of the Intelligence Community: Our History, Agencies, and Collective Mission." Available online: <https://www.dni.gov/index.php/newsroom/news-articles/news-articles-2023/3721-explore-the-journey-of-the-intelligence-community-our-history-agencies-and-collective-mission>
- "Members of the IC." Available online: <https://www.dni.gov/index.php/what-we-do/members-of-the-ic>
- Watch: "Frontline: Top Secret America," Available online: <https://www.pbs.org/wgbh/frontline/documentary/topsecretamerica/>

#### *Assignments*

- Watch the lecture video(s)
- Discussion Board

## **Week 6 (Oct. 6 – Oct. 12): Intelligence Collection Part 1**

#### *Required readings:*

- *The Intelligence Cycle*, Federation of American Scientists. Available online: <https://irp.fas.org/cia/product/facttell/intcycle.htm>

- Arthur Hulnick. 2006. "What's wrong with the Intelligence Cycle?" *Intelligence and National Security* (6): 959—979. Available online:  
<https://umasslowell.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=23462833&site=eds-live>
- Watch the following videos from the International Spy Museum:
  - "Agent Garbo." Available online:  
<https://www.youtube.com/watch?v=kQ05ycJwKkM>
  - "Oleg Penkovsky." Available online:  
<https://www.youtube.com/watch?v=CQFc4ZKzmjq>

*Assignments*

- Watch the lecture video(s)
- Discussion Board.

## Week 7 (Oct. 13 – Oct. 19): Intelligence Collection Part 2

*Required readings:*

- "Measurement and Signature Intelligence (MASINT)" ODNI. Available online:  
[https://www.dni.gov/files/ODNI/documents/21-113\\_MASINT\\_Primer\\_2022.pdf](https://www.dni.gov/files/ODNI/documents/21-113_MASINT_Primer_2022.pdf)
- Peter Aldous and Christopher Miller. 2022. "How Open-Source Intelligence Is Helping Clear The Fog Of War In Ukraine" *Buzzfeed News*. Available online:  
<https://www.buzzfeednews.com/article/peteraldhous/osint-ukraine-war-satellite-images-plane-tracking-social>
- Matthew M. Aid and Cees Wiebes. 2001. ``Introduction on the Importance of Signals Intelligence in the Cold War." *Intelligence and National Security* Available online:  
<https://umasslowell.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=6903887&site=eds-live>
- Watch: "Elizabeth Friedman." International Spy Museum. Available online:  
<https://www.youtube.com/watch?v=LTdpl4xlnBE>

*Assignments*

- Watch the lecture video(s)
- Midterm Exam.

## Week 8 (Oct. 20 – Oct. 26): Intelligence Analysis

*Required readings:*

- Mark Lowenthal. 2008. "Towards a Reasonable Standard for Analysis: How Right, How Often on Which Issues?" *Intelligence and National Security* 33(3): 303—315. Available online:

<https://umasslowell.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=32771180&site=eds-live>

#### Assignments

- Watch the lecture video(s)
- WMD Simulation

## Week 9 (Oct. 27 – Nov. 2): Intelligence-Policy Nexus

#### Required readings:

- Pg. 23—33 only. Dennis C. Wilder. 2011. “An Educated Consumer is Our Best Customer.” Available online: <https://apps.dtic.mil/sti/tr/pdf/ADA583945.pdf>
- Brian Katz. 2018. “Intelligence and You: A Guide for Policymakers.” *War on the Rocks*. Available online: <https://warontherocks.com/2018/11/intelligence-and-you-a-guide-for-policymakers/>
- Stephen Marrin. “Why Strategic Intelligence Analysis Has Limited Influence on American Foreign Policy.” *Intelligence and National Security* 32(6): 725—742. Available online: <https://umasslowell.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=124723952&site=eds-live>

#### Assignments

- Watch the lecture video(s)
- Discussion Board.

## Week 10 (Nov. 3 – Nov. 9): Intelligence Failure

#### Required readings:

- Richard K. Betts. 1978. “Analysis, War, and Decision: Why Intelligence Failures Are Inevitable.” *World Politics* 31(1): 61—89. Available online: <https://www-jstor-org.umasslowell.idm.oclc.org/stable/2009967>

#### Assignments

- Watch the lecture video(s)
- Discussion Board.

## Week 11 (Nov. 10 – Nov. 16): Covert Action

#### Required readings:

- Eric Rosenbach and Aki J. Peritz. 2009. “Covert Action.” *Belfer Center for Science and International Affairs*. Available online: <https://www.belfercenter.org/publication/covert-action>
- David F. Rudgers. 2000. “The Origins of Covert Action.” Available online: <https://journals.sagepub.com.umasslowell.idm.oclc.org/doi/pdf/10.1177/002200940003500206>
- Watch the following from the *International Spy Museum*:
  - “Operation Popeye.” Available online: <https://www.youtube.com/watch?v=lly4PtjFplI&t=24s>
  - “Stuxnet.” Available online: <https://www.youtube.com/watch?v=VpbZSPaJ2sU>
  - “Propaganda and Intelligence.” Available online: <https://www.youtube.com/watch?v=qdliQ-se89Q>
  - “Propaganda Today.” Available online: <https://www.youtube.com/watch?v=ZNeAkfH9os8>
  - “White Propaganda.” Available online: <https://www.youtube.com/watch?v=3H8HnRttkQ>
  - “Gray Propaganda.” Available online: <https://www.youtube.com/watch?v=lnb3Gaulfl4>
  - “Black Propaganda.” Available online: <https://www.youtube.com/watch?v=FELESUlqbU4>

*Assignments*

- Watch the lecture video(s)
- Discussion Board.

## Week 12 (Nov. 17 – Nov 23): Counter-Intelligence

*Required readings:*

- “National Counterintelligence Strategy of the USA 2020—2022.” Available online: [https://www.dni.gov/files/NCSC/documents/features/20200205-National\\_CI\\_Strategy\\_2020\\_2022.pdf](https://www.dni.gov/files/NCSC/documents/features/20200205-National_CI_Strategy_2020_2022.pdf)
- Watch: *60 Minutes*. “Robert Hanssen.” Available online: <https://www.youtube.com/watch?v=FYWZczIUJal&t=72s>
- Watch: *CBS News*. “Former US Air Force Intelligence Specialist...” Available online: <https://www.youtube.com/watch?v=SfsIbjqwvlw>
- Watch: *ABC News*. “The Assets: Capturing a CIA Traitor.” Available online: [https://www.youtube.com/watch?v=YwK\\_CjswdRY](https://www.youtube.com/watch?v=YwK_CjswdRY)

*Assignments*

- Watch the lecture video(s)
- Discussion Board.

## Week 13 (Nov. 24 – Nov. 30): Oversight, Accountability, and Ethics, Part 1

*Required readings:*

- Amy B. Zegart. 2011. "The Domestic Politics of Irrational Intelligence Oversight." *Political Science Quarterly* 126(1): 1–26. Available online: <https://umasslowell.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edshol&AN=edshol.hein.journals.pclscceqry126.3&site=eds-live>

*Assignments*

- Watch the lecture video(s)

## **Week 14 (Dec. 1 – Dec. 7): Oversight, Accountability, and Ethics, Part 2**

*Required readings:*

- Watch: PBS Frontline: "Secrets, Politics, and Torture." Available online: <https://www.youtube.com/watch?v=VYsa1mYgeHw>

*Assignments*

- Watch the lecture video(s)
- Essay due by the end of Sunday.

## **Week 15 (Dec. 8 – Dec. 10): Intelligence in Dictatorship**

*Required readings:*

- Christopher Andrew and Julie Elkner. 2003. "Stalin and Foreign Intelligence." *Totalitarian Movements and Political Religions*. Available online: <https://umasslowell.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=11423836&site=eds-live>
- Brian D. Taylor. 2017. "The Russian Siloviki and Political Change." *Daedalus* 146(2): 53–63. Available online: <https://direct.mit.edu.umasslowell.idm.oclc.org/daed/article/146/2/53/27147/The-Russian-Siloviki-and-Political-Change>

*Assignments*

- Watch the lecture video(s)
- Discussion Board

## **Final Exam Week (Dec. 13 – Dec. 20)**

*Assignments*

- *Final exam*