

POL 300C: CIA and the World of Intelligence
UNIVERSITY OF MIAMI
Spring Semester 2010
10:10 a.m. -11 a.m., M/W/F
Room MM216

Instructor of Record: Professor Fred Frohock
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Hours: Mon/Wed/Fri
(8:45 a.m. -9:45 a.m.
or by appointment)

Course Overview: This course is designed to demystify the CIA. We will address what the CIA does, how it does it, and the ways in which the Agency works with the rest of the American intelligence community to support policymakers. Among the topics explored will be: notable intelligence successes and failures in CIA's history, both operational and analytic; today's CIA and the framework in which it operates; key intelligence issues facing US policymakers, particularly in the counterterrorism arena; the ethical debate about intelligence activities, including covert action; counterintelligence concerns; and the sophistication of foreign intelligence services. The course will consist of presentations by the instructors and extensive class discussions.

Course Objectives: The objectives are to give students a better understanding of:

- Why the CIA was created and how it has evolved over the years.
- Instances in which the CIA has performed well and instances in which it has fallen short...and why.
- The role and functions of today's CIA and US intelligence community, as well as the range of national security issues that US intelligence is currently addressing.
- The challenges of gathering and analyzing intelligence – and conducting clandestine operations— for a free and open society, in a post 9/11 world.
- What it's *really* like to work for the CIA.

Course Instructor: I am a 27-year veteran of CIA who most recently served as the CIA's Director of Public Affairs and worked in one or another public affairs capacity for nine different CIA Directors, including current Director Leon Panetta. I also served for a year as Director of Public Affairs for the National Counterterrorism Center, which was created after 9/11. While most of my experience is in the public affairs realm, I also served in the analytic and scientific/technical components of CIA earlier in my career and have worked with members of the clandestine service throughout my career.

Course Requirements:

Class participation	20 percent	
One paper (10 pp max)	20 percent	(Compare/contrast movie, TV show, or book with the real CIA)
Midterm Exam	30 percent	(True/False, multiple choice, and short answer)
Final Exam	30 percent	(True/False, multiple choice, and short answer)

Class participation is a very important part of this course, and I take attendance. I expect you to have read the assigned readings (which are subject to change) before class and be prepared to address them, as well as the "discussion areas" in the syllabus. Since much of this course is devoted to today's CIA, we

will discuss intelligence issues currently in the news, particularly in media outlets that cover the intelligence beat regularly like *The Washington Post* and *The New York Times*. We will frequently begin class by discussing these news items, which I will send to you prior to every class, via Blackboard.

Your class participation grade depends largely on your ability to respond to questions related to the readings, as well as on the nature and extent of your contributions to the class in general.

There will be no make-up exams unless a student notifies me *before* the absence *and* has a written medical excuse. Any make-up exam must be during my office hours.

Texts:

Mark Lowenthal. *Intelligence: From Secrets to Policy, Third Edition*. Washington, DC: CQ Press, 2005 (Please note: You should purchase only the third edition.)

Loch K. Johnson and James J. Wirtz. *Intelligence and National Security: The Secret World of Spies*, Second Edition. New York, NY: Oxford University Press 2008. [Please note: You should purchase only the second edition.]

Date Subject Readings/Exams/Due Date for Paper

[Syllabus is subject to change with addition of guest speaker/s and alternative readings]

Overview and History

Discussion Areas: Is CIA accurately portrayed by Hollywood, by authors, and by journalists? Does the American public have a good understanding of CIA? Why spy? What is intelligence? What should policymakers expect from intelligence? Does secret intelligence pose a dilemma for a democratic society? How does intelligence serve the public interest? How have Presidents used intelligence in the past?

W 1/20	Overview of course; administrative matters; setting the stage.	
F 1/22	CIA: Myths vs. Reality	Introduction of James Olson book, "Fair Play" (pp 1-14); On Reserve in Library
M 1/25	Intelligence: What is it?	Lowenthal, Chapter 1 Johnson: Intro to Part 1
W 1/27	Historical Overview	Lowenthal, Chapter 2 Johnson, Chapter 1
F 1/29	Historical Overview Cont.	

Intelligence Collection

Collection - Technical

Discussion Areas: The methods of collection -- What is collected and who collects it? What are the strengths and weaknesses of each collection discipline? What types of information are best suited to what collection method?

M 2/1 Collection: Overview

Lowenthal, Chapter 4
Johnson: Intro to Part II

W 2/3 Collection: TECHINT

Lowenthal: Chapter 5, pp 68-94 (through MASINT) and pp 101-105

F 2/5 Further on TECHINT

Collection - HUMINT

Discussion Areas: How would you characterize the culture of clandestine human intelligence? Under what circumstances are HUMINT operations best taken? How well suited is HUMINT to meeting current intelligence priorities? Does HUMINT pose any special issues for an open society? What concerns would you want to resolve before using intelligence information (from any or all collection disciplines) to make a case for military action?

M 2/8 Collection: HUMINT

Lowenthal, Chapter 5 (pp 94-101)
Johnson, Chapter 4

W 2/10 Collection: HUMINT cont.

F 2/12 Collection: HUMINT cont.

Intelligence Community

Discussion Areas: What makes an Intelligence Community? What are its defining characteristics? How is the US Intelligence Community organized today? How is that changing and why? What is the role of the Intelligence Community in relation to law enforcement and other agencies?

M 2/15 Intelligence Organizations

Lowenthal, Chapter 3
Johnson, Chapter 3

W 2/17 Intelligence Community (cont.)

F 2/19 Intelligence Community (cont.)

Analysis

Discussion Areas: What is intelligence analysis? What is the difference between strategic and tactical intelligence? How would you characterize the organizational culture of analysis? How does it differ from the organizational culture of human intelligence operations? What are the differences between

intelligence analysis and academic or other forms of analysis? What are some of the common analytic pitfalls and how might these be remedied? Consider three types of analytic mission – support to policy operations, support to military operations, and warning and estimation. What characteristics might distinguish each from the others?

- M 2/22** Processing, Exploitation and Analysis Lowenthal, Chapter 6
Johnson, Intro to Part III, Chapter 9
- W 2/24** Analysis: 9/11 and Iraq WMD Johnson, Intro to Part IX and Chapters 32, 33, 35
Topic for Intelligence Paper Due
- F 2/26** Analysis and Politicization Johnson, Chapter 14
- M 3/1** Midterm Review
- W 3/3** **MIDTERM EXAM**
- F 3/5** Review of Midterm Exam

Covert Action

Discussion Areas: Why use covert action? What kinds of covert action are possible, and what are the goals? What makes it work and when does it work? Should covert action be considered a part of intelligence – why or why not? Can a covert action be plausibly denied today? Does covert action pose any dilemmas for an open society? What role might covert action play given the current set of intelligence priorities?

- M 3/8** Covert Action Lowenthal, Chapter 8
Johnson, Intro to Part VI, Chapter 20
- W 3/10** Covert Action cont. Johnson, Chapters 21 and 22
- F 3/12** Covert Action cont.

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Intelligence Dissemination and Support to Policymakers

Discussion Areas: How does intelligence support the policy process? How does intelligence get to the right policymakers? How does the intelligence analyst deal with policymaker inattention, bias, and pressure to support policy? What should policymakers expect, or not expect, from intelligence? Is there a clash of culture between intelligence analysts and policymakers?

- M 3/22** Intelligence and Policy Lowenthal, Chapter 9
Johnson, Intro to Part V, Chapters 11, 18, 19
- W 3/24** Intelligence and Policy

F 3/26 Intelligence and Policy

Counterintelligence

Discussion Areas: How is intelligence protected? What are the different types of security safeguards? How does an open society complicate or facilitate the counterintelligence mission? Why have some CIA officers, including Aldrich Ames, Harold Nicholson, and Edward Lee Howard, betrayed their country? How were their espionage activities detected?

M 3/29 Counterintelligence Lowenthal, Chapter 7
Johnson, Intro to Part VII and Chapter 25

W 3/31 Counterintelligence cont. Johnson, Chapters 23 and 24

F 4/2 Counterintelligence cont.

Congressional Oversight, Intelligence Reform, and Accountability

Discussion Areas: What is intelligence oversight? Who or what exercises it? Why is it a special concern for open societies? Intelligence reform has been on the US agenda since the post World War II founding of the American intelligence community. What kinds of improvements in intelligence have reform proposals typically sought to accomplish? How did the Intelligence Reform Act of 2004 address significant areas of intelligence shortcomings as laid out in the two key commission (9/11 and WMD) reports? What changes are needed, and why? How well is the new structure contributing to making the Intelligence Community work together?

M 4/5 Oversight, Reform, and Accountability Lowenthal, Chapters 10, 14
Johnson, Chapters 26 and 30

W 4/7 Oversight Cont.

F 4/9 Oversight Cont.

[Intelligence Paper Due 4/9]

National Security and Freedom of the Press

M 4/12 National Security and Freedom of the Press Johnson, Chapters 16 and 29

W 4/14 National Security and Press (cont.)

F 4/16 National Security and Press (cont.)

Foreign Intelligence Agencies

Discussion Areas: How are other countries' intelligence activities organized? How good are they? How do they compare/contrast to the US Intelligence Community?

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| M 4/19 | Foreign Intelligence Services | Lowenthal, Chapter 15
Johnson, Part X |
| W 4/21 | Foreign Intelligence Services (cont.) | |

Ethics, Civil Liberties, and Intelligence

Discussion Areas: What kind of intelligence do we want and how much? What limits should we set on intelligence activities and what is the cost of those limits? What ethical concerns do routine intelligence activities -- collection, recruitment, analysis, covert action, oversight -- raise in an open society? What ethical standards are appropriate in considering the morality of intelligence activities? Is torture ever morally justifiable?

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| F 4/23 | Ethics of Spying | Lowenthal: Chapter 13
Johnson, Chapter 28 |
| M 4/26 | Class Discussion on Ethics,
Intelligence and Civil Liberties | |
| W 4/28 | Further Class Discussion on Ethics,
Intelligence and Civil Liberties | |
| F 4/30 | Semester Review | |

FINAL EXAM