INTA 4007/8803 Syllabus

Intelligence & International Security

Tuesday, 6:30pm – 9:15pm, Habersham 136

Instructor Information

Instructor	Email	Office Hours
Dr. Tarun Chaudhary	tchaudhary@gatech.edu	By Appointment

General Course Information

Description

This is a seminar-style course that focuses on the history, institutions, people, and processes of intelligence. The course critically examines the role of intelligence as a component of national and international security policy. What is the relationship between policy makers and the intelligence community? What is the intelligence community and how is intelligence produced and utilized?

Course Goals and 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

Course Requirements & Grading

Through a focus on intelligence and policy along with class discussions and assignments, this course will help build and refine your critical thinking and presentation skills. You will be graded on a variety of work that includes three intelligence briefs (each worth 10% of your grade), an essay (15% of your grade) on a topic that I will approve, and the presentation of that topic to the class (15% of your grade), and on two assignments (15% each) that we will co-create. This is a chance for you to participate in the structure and content of the class by defining what you want to learn and how you will be evaluated on that content. Once we have collaborated to develop and finalize those activities, I will revise the syllabus to include the

specific information. Please also note that a portion of your final grade will consider your participation across the class, assignments, and activities (10 % of your grade). Grad students enrolled in INTA 8803 will substitute a longer form research paper on a topic we will agree on that they will present to the class instead of the essay. The due dates for these assignments will be determined by us collectively during the first class, the syllabus will be updated with the final dates.

Assignment	Date	Weight
Intelligence Brief 1 Intelligence Brief 2 Intelligence Brief 3	Brief 1 due before class on week 3. 2 and 3 TBD	30%
Essay and Presentation on Approved Topic	TBD	30%
TBD by class co-creation on day 1	TBD	15%
TBD by class co-creation on day 1	TBD	15%
Class Participation	N/A	10%

Extra Credit Opportunities

During the semester, there may be opportunities for extra credit. For example, these opportunities could consist of attending local events or lectures pertinent to course topics and presenting your experience and what you learned to class via a short briefing. This sort of extra credit or other extra credit opportunities will be offered at my sole discretion.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Each class assignment will be given a grade on scale above and weighted accordingly to produce your final grade for the class. We will discuss the grading criteria associated with each assignment in the first few classes and well ahead of due dates.

Course Materials

Course Text

1. Mark M. Lowenthal, Intelligence: From Secrets to Policy, CQ Press, 2022. Make sure you have the latest/9th edition.

Course Website and Other Classroom Management Tools

Additional course material will be posted on the class Canvas site. We may also utilize the Canvas site for discussions and other logistics.

Course Policies, Expectations, & Guidelines

This is a seminar style course that requires students to engage in active discussions. In order to do so, you should come to class prepared having read the materials assigned. Your participation is both necessary for your success and that of your fellow students. Ten percent of your grade will be contingent on your active participation as judged through engaging during class discussions and activities. Importantly, we will try to make class-time as engaging as possible with a mixture of lecture and presentation, active discussion, and time devoted to working on essays and intelligence briefs both individually and collaboratively. It is the expectation that all students help contribute to a collaborative and constructive learning environment. This course will help develop your skills as an analyst and briefer, a skill set that is important and sought after in professional environments. This may mean your work will be critically examined and commented upon by both me, the instructor, and your peers. Constructive criticism will be welcomed and is encouraged, however impolite or unconstructive comments that are mean spirited, flippant, and not aligned with the collegiate environment we are building will not be tolerated. This class can be fun while also academically enriching, I sincerely hope you will help me ensure that outcome!

Attendance

Attendance is necessary but in cases where you are not able to attend class, please email tchaudhary@gatech.edu as soon as possible so we can discuss exceptional circumstances ahead of your absence. In cases where we are unable to discuss your absence beforehand, please schedule time for us to discuss the absence outside of class time as soon as possible. Reasonable accommodation can be made for various circumstances, however, please do not abuse my good nature and that of your fellow students. You can miss up to two classes (but not those where you are scheduled to present) for any reason before your grade will be impacted, though I reserve the right to revisit this policy depending on both individual and overall class participation and performance.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarizing on an assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Much of your graded work will be via assignments that require you to write. These written assignments are your chance to practice and demonstrate your critical analysis skills, your communication skills, and your understanding and mastery of course content. We will discuss the use of AI tools both as an emerging issue in the practice of intelligence and as it may or may not apply to your assignments. This discussion will help you understand how you should or should not use such tools for any particular assignment.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Collaboration & Group Work

There will be various assignments and activities that will require collaboration and group work during the semester in addition to the assignments you must complete on your own. While there is not a formal measure of your contribution, each student should engage in group collaboration and lack of effort will be addressed if necessary.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Generally, late assignments without documented excuse as outlined in Georgia Tech official policy will not be accepted. Major exception: similar to what is noted in the syllabus about attendance, if you have a scheduling conflict that will prevent you turning an assignment in on time, please contact me before the assignment is due.

Student Use of Mobile Devices in the Classroom

It will be useful to have a laptop that you bring to the classroom, we may utilize laptops in classroom activities, and you may choose to take notes on your laptop or other device during class. That being said, I may ask that laptops be closed during discussions or other activities if I feel students are distracted or that the devices are causing other issues. While I understand that we all may need to have our phones with us, please keep them silent during class. Reasonable exceptions can be made for those that may need to monitor phones/messages due to work or personal reasons. However, generally, please do not interact with your phone during class time and limit your use to break periods.

Course Schedule

Important Note: The topics and readings listed on this course schedule **may change** *based on a number of evolving factors. There may be guest speakers that will replace or partially replace the discussion and activities scheduled for a few of the dates below. Additionally, depending on class interest, current events, and emerging opportunities, the topics may be re-organized or different topics may be included. These changes will not happen without notice being given first, and the official syllabus will be revised and kept updated. My hope is this class can adapt to areas of interest to you and your peers and we can collaborate to create a dynamic, engaging, and enriching learning experience.*

Date	Topic	Reading, Notes, due dates, and more
20 August	Class Introduction and co-creation. **Class discussion:** What are we doing and how are we going to do it? **Class activity:** Analytic exercise	
27 August	**Class discussion:** Framing Intelligence **Class activity:** Open source collections exercise	Lowenthal, Chapter 1-3 Michael Warner, "The Divine Skein: Sun Tzu on Intelligence," Intelligence and National Security, 21:4, 2006, pp 483-492, https://doi.org/10.1080/02684520600885624 David Kahn, "Clausewitz and Intelligence," Journal of Strategic Studies, 1986, pp 117 126, https://doi.org/10.1080/01402398608437261

Date	Topic	Reading, Notes, due dates, and more
		Michael G. Fry & Miles Hochstein, "Epistemic Communities: Intelligence Studies and International Relations," Intelligence and National Security 1993, pp 14-28, https://doi.org/10.1080/02684529308432212
		Annual Threat Assessment of the U.S. Intelligence Community, 05 February 2024, https://www.dni.gov/files/ODNI/documents/assessments/ATA-2024-Unclassified-Report.pdf
		CRS, U.S. Intelligence Community Establishment Provisions, 5 June 2024, https://www.everycrsreport.com/reports/IF10527.html
		Stephen Marrin, "Evaluating Intelligence Theories: Current State of Play," Intelligence and NationalSecurity, 33:4, 2018, pp 479-490, https://doi.org/10.1080/02684527.2018.1452567
		Executive Order (EO) 12333: United States Intelligence Activities (As amended by Executive Orders 13284 (2003), 13355 (2004) and 13470 (2008)), https://fas.org/irp/offdocs/eo/eo-12333-2008.pdf
		U.S. National Intelligence Strategy, 2023, https://www.dni.gov/files/ODNI/documents/National_Intelligence_Strategy_2023.pdf
		U.S. National Intelligence Strategy, 2005, https://www.hsdl.org/?abstract&did=457219
3 September	**Class discussion: The Intelligence Cycle**	Lowenthal, Chapter 4 -5
		"The Role of Intelligence at a Transformational Moment" as delivered CIA Director William Burns Georgia Tech, 14 April 2022, https://www.youtube.com/watch?v=yVWzer7TTP0
		Remarks as delivered, https://www.cia.gov/static/Director-Burns-Speech-and-QA-Georgia-Tech.pdf
		Director of National Intelligence (DNI) Avril Haines on Classified Information, Lyndon B. Johnson Presidential Library, Austin TX, 23 January 2023, https://www.c-span.org/video/?525468-1/director national-intelligence-haines-classified-information
10 September	**Class discussion:** **The Intelligence Cycle, Dissemination, and Covert and Clandestine Action**	Lowenthal, Chapter 6 & 8
		CIA, A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis, https://www.cia.gov/resources/csi/static/Tradecraft-Primer-apr09.pdf
		CRS, Covert Action and Clandestine Activities of the Intelligence Community: Selected Definitions, 29

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		November 2022, https://www.everycrsreport.com/reports/R45175.html
17 September	**Class discussion: Consumers, Congress, International and Private Entities**	Lowenthal, 9-10
		Richard K. Betts, "Policy-makers and Intelligence Analysts: Love, Hate or Indifference?" Intelligence and National Security, 1988, pp 184-189, https://doi.org/10.1080/02684528808431934
		Stephen J. Flanagan, "Managing the Intelligence Community," International Security, 10:1, Summer 1985, pp 58-95, https://muse.jhu.edu/article/446151/summary
		Claudia Hillebrand, "The Role of News Media in Intelligence Oversight,"Intelligence and National Security, 27:5, 2012, pp 689-706, https://doi.org/10.1080/02684527.2012.708521
24 September	**Class discussion: Why Commit Espionage and Counterintelligence**	Lowenthal, 7
		James M. Olson, "The Ten Commandments of Counterintelligence," Studies in Intelligence, Fall-Winter 2001, pp 81-87, https://www.cia.gov/resources/csi/static/ten-commandments-of-counterintelligence.pdf
		A. C. Wasemiller, "The Anatomy of Counterintelligence," Studies in Intelligence, 1969, https://www.cia.gov/resources/csi/static/The-Anatomy-of-Counterintel.pdf
		Stan A. Taylor & Daniel Snow, "Cold War Spies: Why They Spied and How They Got Caught," Intelligence and National Security, Jan 2008, pp 101-125, https://www.tandfonline.com/doi/abs/10.1080/02684529708432416
		David Robarge, "Moles, Defectors, and Deceptions: James Angleton and CIA Counterintelligence," Journal of Intelligence History, 2003, 3:2, pp 21-49, https://www.tandfonline.com/doi/abs/10.1080/16161262.2003.10555085
1 October	**Class discussion: Secrecy, Civil Liberties, Reforms, and Ethics**	Lowenthal, 13 & 14
		Warren E. Snyder, "Leaks and Their Consequences: A Guide to the Controversy Over Secrecy vs. Open Government," American Intelligence Journal, 32:2, 2015, pp 13-16, https://www.jstor.org/stable/26202131
		Glenn Hastedt, "Public Intelligence: Leaks as Policy Instruments: the Case of the Iraq War," Intelligence

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		and National Security, 20:3, 2005, pp 419-439, https://doi.org/10.1080/02684520500268897 –
		US Privacy and Civil Liberties Oversight Board, Public Capstone Report on Executive Order 12333, 2 April 2021, https://documents.pclob.gov/prod/Documents/OversightReport/b11b78e0-019f-44b9-ae4f-60e7eebe8173/12333%20Public%20Capstone.pdf
8 October	**Class discussion: History Revolutionary War Through Pearl Harbor**	Revisit Lowenthal, 2
		Sean Halverson, "Dangerous Patriots: Washington's Hidden Army During the American Revolution," Intelligence and National Security, 25:2, 2010, pp 123-146, https://doi.org/10.1080/02684527.2010.489272
		Cate Lineberry, "Elizabeth Van Lew: An Unlikely Union Spy," Smithsonian.com, 4 May 2011, https://www.smithsonianmag.com/history/elizabeth-van-lew-an-unlikely-union-spy-158755584/
		Allen Thomas, Intelligence in the Civil War, 2007, https://apps.dtic.mil/sti/citations/ADA625083
		David Kahn, "The Intelligence Failure of Pearl Harbor," Foreign Affairs, 70:5, 1991, pp 138-152, https://www.jstor.org/stable/20045008
		Erik J. Dahl, "Why Won't They Listen? Comparing Receptivity Toward Intelligence at Pearl Harbor and Midway," Intelligence and National Security, 28:1, 2013, pp 68-90, https://www.tandfonline.com/doi/abs/10.1080/02684527.2012.749061
15 October	**Class discussion: Cold War I**	Lowenthal, 11
		James H. Hansen, "Soviet Deception in the Cuban Missile Crisis," Studies in Intelligence, 46:1, 2002, pp 49-58, https://www.cia.gov/resources/csi/static/Soviet-Deception-Cuban-Missile.pdf
		Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis," American Political Science Review, 63:3, 1969, pp 689-718, https://www.jstor.org/stable/1954423
		Mary S. McAuliffe, CIA Documents on the Cuban Missile Crisis, 1962, October 1992, https://www.cia.gov/resources/csi/books-monographs/cuban-missile-crisis-1962/
		Marc Trachtenberg, "The Influence of Nuclear Weapons in the Cuban Missile Crisis," International

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		Security, 10:1, Summer 1985, pp 137-163, https://muse.jhu.edu/article/446154/summary
		Jonathan Renshon, "Mirroring Risk: The Cuban Missile Estimation," Intelligence and National Security, 24:3, 2009, pp 315-338, https://doi.org/10.1080/02684520903036917
		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
		CIA, "Managing Nuclear Proliferation: The Politics of Limited Choice," Research Study, December 1975 (Declassified 2010), https://www.cia.gov/readingroom/docs/DOC_0001246284.pdf
		Charles A. Ziegler, "Intelligence Assessments of Soviet Atomic Capability, 1945 1949: Myths, Monopolies and Maskirovka," Intelligence and National Security, 12:4, 1997, pp 1-24, https://doi.org/10.1080/02684529708432446
		David Albright & Corey Hinderstein, "Unraveling the A. Q. Khan and Future Proliferation Networks," The Washington Quarterly, 28:2, Spring 2005, pp 111-128, https://doi.org/10.1162/0163660053295176
22 October	Class discussion: Cold War II	Robert M. Gates, "Through a Glass Darkly: The Prediction of Soviet Intentions," Studies in Intelligence, 17:1, https://www.cia.gov/readingroom/docs/CIA-RDP95M00249R000801120014-5.pdf
		Bruce D. Berkowitz, "U.S. Intelligence Estimates of the Soviet Collapse: Reality and Perception," International Journal OfIntelligence and Counterintelligence, 21:2, 2008, pp 237-250, https://doi.org/10.1080/08850600701854052
		Jeremi Suri, "Explaining the End of the Cold War: A New Historical Consensus?" Journal of Cold War Studies, 4:4, Fall 2002, pp 60-92, https://muse.jhu.edu/pub/6/article/9309/pdf
		Douglas J. MacEachin, "The Record Versus the Charges: CIA Assessments of the Soviet Union," Studies in Intelligence, 40:5, 1997, pp 57-65, https://www.cia.gov/resources/csi/books-monographs/cia-assessments-of-the soviet-union-the-record-versus-the-charges/
29 October	Class discussion: 9/11 and Strategic Surprise to Intelligence Failure (Iraq)	Amy B. Zegart, "September 11 and the Adaptation Failure of U.S. Intelligence Agencies," International Security, 29:4, Spring 2005, pp 78-111, https://muse.jhu.edu/article/184430/pdf

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		Stephen Marrin, "The 9/11 Terrorist Attacks: A Failure of Policy Not Strategic Intelligence Analysis," Intelligence and National Security, 26:2-3, 2011, pp 182-202, https://doi.org/10.1080/02684527.2011.559140
		Robert Jervis, "Reports, Politics, and Intelligence Failures: The Case of Iraq," Journal of Strategic Studies, 29:1, 2006, pp 3-52, https://doi.org/10.1080/01402390600566282
		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
5 November	**Class discussion: Russia and China, All That is Old is New**	Mark Galeotti, "Putin's hydra: Inside Russia's intelligence services," European Council on Foreign Relations, 2016, https://ecfr.eu/publication/putins_hydra_inside_russias_intelligence_services/
		David V. Gioe, "Cyber Operations and Useful Fools: the Approach of Russian Hybrid Intelligence," Intelligence and National Security, 2018, https://doi.org/10.1080/02684527.2018.1479345
		David V. Gioe, Michael S. Goodman, & David S. Frey, "Unforgiven: Russian intelligence vengeance as political theater and strategic messaging," Intelligence and National Security, 34:4, 2019, pp 561-575, https://www.tandfonline.com/doi/full/10.1080/02684527.2019.1573537
		Peter Mattis, "Beyond Spy vs. Spy: The Analytic Challenge of Understanding Chinese Intelligence Services," Studies in Intelligence, 56:3, 2012, pp 47-57, https://www.cia.gov/resources/csi/static/Beyond-Spy-vs-Spy.pdf
		Stéphane Lefebvre, "China and S&T Intelligence-Gathering Activities Against the United States, "American Intelligence Journal, 29:2, 2011, pp 46-54, https://www.jstor.org/stable/26201950
		Kathleen Vogel & Sonia Ben Ouagrham-Gormley, "Scientists as spies?: Assessing U.S. claims about the security threat posed by China's Thousand Talents Program for the U.S. life sciences," Politics and the Life Sciences, 42:1, 2023, pp 32-64, https://www.cambridge.org/core/services/aop-cambridge-core/content/view/DA5B1DD06F939076B5CD0

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		[D72423FB025/S0730938422000132a.pdf/scientists-as-spies-assessing-us-claims-about-the-security-threat-posed-by-chinas-thousand-talents-program-for-the-us-life-sciences.pdf](#)
		Matthew Crosston "Bringing Non-Western Cultures and Conditions into Comparative Intelligence Perspectives: India, Russia, and China," International Journal of Intelligence and CounterIntelligence, 29:1, 2016, pp 110-131, https://www.tandfonline.com/doi/full/10.1080/08850607.2015.1083337
		Department of Defense Strengthening Efforts to Counter Unwanted Foreign Influence on DOD-Funded Research at Institutions of Higher Education, 30 June 2023, [https://www.defense.gov/News/Releases/Release/Article/3445601/department of-defense-strengthening-efforts-to-counter-unwanted-foreign-influen/](https://www.defense.gov/News/Releases/Release/Article/3445601/department)
		Department of Justice, Four Chinese Nationals Charged with Conspiring to Act in the United States as Agents of the Chinese Government, 24 October 2002, https://www.justice.gov/opa/pr/four-chinese-nationals-working-ministry-state-security-charged-global-computer-intrusion
		Department of Justice, Former Harvard University Professor Sentenced for Lying About His Affiliation with Wuhan University of Technology; China's Thousand Talents Program; and Filing False Tax Returns, 26 April 2023, https://www.justice.gov/usao-ma/pr/former-harvard-university-professor-sentenced-lying-about-his-affiliation-wuhan
		Andrew Silver, "What Charles Lieber's conviction means for science," Nature, 601, 2022, pp 493-494, https://www.nature.com/articles/d41586-022-00107-5
12 November	**Class discussion: Issues across Intelligence** **Class Presentations Batch 1**	Lowenthal, 12 Stuart J. D. Schwartzstein, "Export Controls on Encryption Technologies," SAIS Review, 16:1, Winter-Spring 1996, pp 13-34, https://muse.jhu.edu/article/30304 Marcos Degaut, "Spies and Policymakers: Intelligence in the Information Age," Intelligence and National Security, 31:4, 2016, pp 509-531, https://doi.org/10.1080/02684527.2015.1017931

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		Puong Fei Yeh, "Automated Analysis: The Case for Using Robots in Intelligence Analysis," Studies in Intelligence, Vol 59, No. 4, December 2015, https://www.cia.gov/resources/csi/static/Case-for-Using-Robots.pdf
19 November	Class discussion: Intelligence in Popular Media Class Presentations Batch 2	
26 November	Class discussion: Class Presentations Batch 3	