

# “THE ROLE OF INTELLIGENCE IN SECURITY AFFAIRS”

**INTA 652-DC**

**Fall 2021**

**Mondays, 6:15 – 8:55**

Professor Gary Ross  
George Bush School of Government and Public Service  
1620 L Street NW, #700  
Washington DC

Phone: 703-498-7008  
Email: [gary.ross@tamu.edu](mailto:gary.ross@tamu.edu)

## OVERVIEW

This three-hour graduate course is a survey of intelligence community operations, tradecraft, resources, and objectives, with a particular emphasis on how intelligence has contributed and continues to contribute to national security. All intelligence disciplines will be examined in detail, including espionage, imagery and signals intelligence, covert action, and counterintelligence. Although most material will focus on U.S. intelligence, the intelligence capabilities of other countries will be examined as well. There will be in-depth discussions of the moral and legal issues relating to intelligence operations, the decision-making process, support to U.S. foreign policy objectives, operational limitations, and future directions. Multiple intelligence case studies will be presented and discussed to illustrate intelligence principles and methodologies.

Students completing this course will have a sophisticated understanding of all aspects of U.S. and foreign intelligence operations. They will appreciate how expensive intelligence collection is, how U.S. policy makers use (and sometimes misuse) intelligence, and how the various components of the U.S. intelligence community interact.

## REQUIRED TEXTS

1. Christopher Andrew, *For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush* (New York: HarperCollins, 1995)
2. Ernest Volkman, *Spies: The Secret Agents Who Changed the Course of History* (New York: John Wiley & Sons, 1994)

- Barry Royden, *Tolkachev, A Worthy Successor to Penkovsky* (CIA: Studies in Intelligence, 2003)

<https://www.cia.gov/static/f56a68befd4e5a4bb676dde0fed17ca9/Tolkachev-Successor-Penkovsky.pdf>

These texts are available as e-books from the PSEL library.

Other readings may be assigned throughout the course and will be available to the students in the form of handouts or e-mails.

## COURSE REQUIREMENTS

Book report. This assignment is to be based on a significant book from the intelligence and national security literature. You should select a book and write an 8-10 page analysis. It should be **double-spaced and printed on one side only**. Please obtain approval for the book selected in advance. (The instructor will work with each student individually to ensure that the book chosen corresponds to the student's academic and professional interests). The review should be delivered to me in hard copy, if possible, or otherwise emailed. It should be primarily subjective analysis, i.e., your personal reactions to the characters and their actions. DO NOT provide a rehashing of what happens in the book, but instead YOUR analysis of the people and events involved. What do you think of the operations described, the people involved, the tradecraft used, the significance of the intelligence obtained, the impact on U.S. national security, etc.? The book review is worth 25% of the course grade.

Midterm examination. The mid-term will be a one-hour examination over the lectures, videos, classroom discussions, and readings up to the mid-point in the course. The mid-term is worth 30% of the course grade. The examination will take place either in the classroom or via Zoom and will be open book. You will answer three 20-minute essay questions from a choice of five topics. Zoom students will email their answers to me immediately after the exam.

Final examination. The final two-hour exam will cover the lectures, videos, classroom discussions, and readings from the second half of the course. The final exam is worth 35% of the course grade. (A minimum grade of 60 on the final examination is required to pass the course). The examination will be administered in the classroom or via Zoom and will be open book. You will answer four 30-minute essay questions from a choice of six topics. Zoom students will email their answers to me immediately after the exam.

Participation and Attendance. All students are expected to attend each class and to participate actively in classroom discussions. Class participation is worth 10% of the course grade.

## **GRADING**

Participation (Attendance and classroom discussion)

10%

Book Report

25%

Mid-Term Exam

30%

Final Exam

35%

The following scale will be used for calculating final grades for this course:

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

## **GRADING POLICY**

<http://student-rules.tamu.edu/rule10>

## **KEY DATES**

Midterm exam:

**October 26**

Book reviews due:

**November 23**

Final exam:

**December 7**

## **ADA POLICY STATEMENT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you believe you have a disability requiring accommodation, please make that fact known to me and I will assist you in every way possible.

<http://disability.tamu.edu/>

## **DIVERSITY AND INCLUSION**

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities,

geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see [diversity.tamu.edu/](http://diversity.tamu.edu/)). Accordingly, all of us—students, faculty, and staff—are expected to respect the different experiences, beliefs, and values expressed by others, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. Unprofessional, insensitive, or disrespectful behaviors (such as using dehumanizing, derogatory, or coarse language; dismissing ideas based on the characteristics of the speaker/writer; or expressing threat or intent to harm, even if framed “as a joke”) are inconsistent with the Bush School’s commitment to diversity, and will not be tolerated. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.

## **ATTENDANCE**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

The School of Law requires regular and punctual attendance of students in all courses. Juris Doctorate (JD) students are not required to seek an excused absence from an instructor or equivalent, but students will be administratively dropped from a class for excessive absences as defined in the School of Law Academic Standards. JD students are expected to take examinations as scheduled. Requests to reschedule an examination must be submitted to the Associate Dean for Academic Affairs in accordance with the process set forth in the School of Law Academic Standards.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

## **Excused Absences**

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, step-mother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

Texas A&M University Explanatory Statement for Absence from Class.

Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.1.9 Mandatory participation as a student-athlete in NCAA-sanctioned competition.

7.1.10 In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

7.2 The associate dean for undergraduate programs, or the dean's designee, of the student's college may provide a letter for the student to take to the instructor stating that the dean has verified the student's absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

7.5 See Part III, Grievance Procedures: 49. Unexcused Absences, for information on appealing an instructor's decision.

7.6 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic Dean or designee of the student's college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

7.7 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student's major department to the Dean or designee of the student's college.

In accordance with Faculty Senate Resolution FS.14.101 (see Faculty Senate meeting minutes of Feb. 10, 1997), "faculty members are encouraged not to hold exams on the day of Muster. Any absence from classes beginning after 5 p.m. to attend Muster will be considered a university excused absence."

### **AGGIE HONOR CODE**

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

**An Aggie does not lie, cheat or steal or tolerate those who do.**

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

<http://aggiehonor.tamu.edu>

### **ACADEMIC INTEGRITY**

The Bush School is committed to the development of principled leaders for public service. Entering a Bush School course as a student means accepting this commitment personally. The commitment to "principled leadership" is a further expansion of the Texas A&M student honor code. Every student in this course must comply with this code in all work submitted for a grade and will be held accountable accordingly for both

individual and team assignments. Anyone who is not prepared to be held accountable to this standard should immediately withdraw from this course.

It is imperative to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc. that which belongs to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. It does not matter from where the material is borrowed--a book, an article, material off the web, another student's paper--all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating, multiple submission of work for grades in different courses, and plagiarism) will not be tolerated and will be punished. Further information can be found at:  
<http://www.tamu.edu/aggiehonor/acadmisconduct.htm>

## **TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY**

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

The incident is reasonably believed to be discrimination or harassment.

The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control



how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage.

### **STATEMENT ON MENTAL HEALTH AND WELLNESS**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org).

### **COVID-19 TEMPORARY AMENDMENT TO MINIMUM SYLLABUS REQUIREMENTS**

The Faculty Senate temporarily added the following statements to the minimum syllabus requirements as part of the university's COVID-19 response.

#### **TEACHING SITE SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Spring 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

## **PERSONAL ILLNESS AND QUARANTINE**

Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See Student Rule 7, Section 7.2.2.) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1 indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2021 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

## LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

- 1) Identify both the historic and current structure of the U.S. intelligence community, and the authorities and responsibilities of its component elements.
- 2) Explain the role the intelligence community plays in the development of foreign policy, national security, and support to the U.S. military during wartime.
- 3) Prepare written products that clearly articulate an understanding of historical intelligence activities, including both their successes and limitations. Apply this knowledge to consider the effectiveness of intelligence activities associated with current events.
- 4) Explain the intelligence threats currently posed by traditional and non-traditional adversaries, as well as strategic allies. Demonstrate an understanding of the benefits of ongoing liaison relationships with allied intelligence services.
- 5) Identify intelligence community tradecraft associated with intelligence collection, including the recruitment cycle, and the role of both double agents and defectors.

## COURSE OUTLINE

**Syllabus topics are subject to change at the discretion of the instructor.**

### **August 30**

- 1) Class Overview
- 2) Role of Intelligence and Intelligence Community Structure

#### **Class 1 readings:**

Andrew, Introduction (“The President and Intelligence”)  
Andrew, Chapter 1 (“From George Washington to the Twentieth Century”)

Volkman, Herbert Yardley / Margareta Zelle (Mata Hari)

### **September 6**

- 1) World War II - OSS and the Origins of the CIA
- 2) CIA Structure and Sheymov Case Study

#### **Class 2 readings:**

Andrew, Chapter 2 (“WWI: From Woodrow Wilson to Herbert Hoover”)  
Andrew, Chapter 3 (“Franklin D. Roosevelt: The Path to Pearl Harbor”)

### **September 13**

- 1) Asset Acquisition and the Recruitment Cycle
- 2) Post WWII Soviet Espionage in the U.S.

#### **Class 3 readings:**

Andrew, Chapters 4 (“Roosevelt at War”)

Volkman, Feliks Dzerzhinsky / Igor Gouzenko / Whittaker Chambers

- September 20**            1) Operational Communications and VENONA  
   2) Atomic Spies, the HUAC, and Alger Hiss

**Class 4 readings:**

Andrew, Chapter 5 (“Harry S. Truman”)

Volkman, Laventri Beria / Klaus Fuchs

- September 27**            1) Operational Tradecraft  
   2) Emergence of IMINT and the U2

**Class 5 readings:**

Andrew, Chapter 6 (“Dwight D. Eisenhower”)

Volkman, Leiba Domb / Gabor Peter

- October 4**                    1) Bay of Pigs  
   2) Evolution of Satellite IMINT / Falcon and the Snowman

**Class 6 readings:**

Andrew, Chapter 7 (“John F. Kennedy”)

Volkman, Markus Wolf / Reinhard Heydrich

- October 11**                1) Early CIA Soviet assets (Popov and Penkovsky)  
   2) James Jesus Angleton and CIA Counterintelligence ’54-’74

**Class 7 readings:**

Andrew, Chapter 8 (“Lyndon B. Johnson”)

Volkman, Oleg Penkovsky / George Blake / Anatoli Golitsin

- October 18**                1) Defectors  
   2) Counterintelligence and Double Agent Operations  
   3) Midterm Review

**Class 8 readings:**

Volkman, H.A.R. (Kim) Philby / Vitali Yurchenko / Nicolai Artamanov

**October 25**                **MIDTERM**

**November 1** 1) Chinese Intelligence

**Class 10 readings:**

Andrew, Chapter 9 (“Richard M. Nixon”)

Volkman, K’ang Shen-Tai Li / Kenji Doihara / Richard Sorge

**November 8** 1) Ogorodnik (TRIGON) / Tolkachev (SPHERE)  
2) USS Pueblo and Project Jennifer

**Class 11 readings:**

Andrew, Chapter 10 (“Gerald R. Ford”)

Royden, “Tolkachev, A Worthy Successor to Penkovsky” (.pdf)

**November 15** 1) KGB penetrations of the CIA (Howard and Ames)  
2) Clayton Lonetree Case Study  
3) Technical Collection Operation in Moscow

**Class 12 readings:**

Andrew, Chapter 11 (“Jimmy Carter”)

Volkman, Dusko Popov / William Stephenson

**November 22** 1) Robert Hanssen  
2) Identifying and Investigating Penetrations

**Class 13 readings:**

Andrew, Chapter 12 (“Ronald Reagan”)

Volkman, Larry Wu-Tai Chin / Eric Erickson

**BOOK REVIEWS DUE**

**November 29** 1) Liaison with Allied Intelligence  
2) Israeli Intelligence & Jonathan Pollard  
3) Intelligence and Terrorism  
4) Intelligence Ethics

**Class 14 readings:**

Andrew, Chapter 13 (“George Bush”)

Andrew, Conclusion (“Intelligence after the Cold War”)

**December 6** 1) Future of the Intelligence Community

**FINAL EXAM**