

“COUNTERINTELLIGENCE”

INTA 700-DC

Spring 2022

Wednesday, 6:30 – 9:10

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OVERVIEW

“Counterintelligence” is a three-hour graduate course designed to give students an in-depth understanding of the often-misunderstood world of counterintelligence (actions taken to counter the threat posed by foreign intelligence services and other adversaries). While the focus for this course is U.S. offensive and defensive counterintelligence capabilities and activities, other countries’ experiences in the field of counterintelligence will also be examined. The student will become familiar with numerous examples of both successful and unsuccessful counterintelligence operations and will be able to analyze these operations to determine what was done well---and not so well---in each instance.

Assigned readings, classroom discussions and guest speakers will be combined to ensure students grasp underlying counterintelligence principles. Historical case studies will be presented that build on one another, so that lessons learned from early cases can be applied and considered as the course progresses. The case studies will supplement lectures on key counterintelligence topics, such as foreign threats, the recruitment cycle, surveillance, penetration tactics, double agent operations, cyber operations, personnel screening, and counterintelligence investigative techniques. It is essential for students to complete the assigned readings before each class and be prepared to discuss them.

REQUIRED TEXTS

1. *National Counterintelligence Strategy of the United States*
(https://www.dni.gov/files/NCSC/documents/features/20200205-National_CI_Strategy_2020_2022.pdf)
2. *To Catch a Spy: The Art of Counterintelligence*, James Olson

3. *Cold War Warrior*, Tom Mangold
4. *Annual Threat Assessment of the U.S. Intelligence Community*
(<https://www.dni.gov/files/ODNI/documents/assessments/ATA-2021-Unclassified-Report.pdf>)
5. *The Double-Cross System*, J.C. Masterman
6. *True Believer*, Scott Carmichael
7. *The Spy Who Came in from the Cold*, John Le Carre

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

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

COURSE REQUIREMENTS

Students will write an 8-to-10-page **research paper** related to an historically significant counterintelligence investigation or operation and prepare a briefing to be presented to the class. Students must select a relevant book and obtain instructor approval by Week 5. The research paper will be double-spaced and printed on one side only and should be submitted in hard copy. The paper should primarily be a subjective and critical analysis of the topic, i.e., your personal reactions to the incident. DO NOT simply provide a summary of what happened, but instead offer an analysis of the people and events involved, applicable counterintelligence principles, and **lessons learned**. The student should include their thoughts of the investigation / operations, the people involved, the tradecraft used, the significance of the intelligence obtained, the impact on U.S. national security, etc.? A/V aids are encouraged. The book review is worth 25% of the course grade. The writing style should be concise, clear, and grammatically correct.

Two-hour in-class **midterm and final exams** will cover the readings, lectures, case studies, videos, and classroom discussions from throughout the semester. The midterm is worth 30% of the course grade and the final exam is worth 35% of the course grade. The midterm and final will be open book. For both exams, students will be given multiple essay questions to select from.

Participation and Attendance: All students are expected to attend each class and to participate actively in classroom discussions.

GRADING

Participation (Attendance and Classroom Discussion)

10%

Research Paper and Classroom Presentation

25%

Midterm

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

March 9

Research papers due:

April 20

Final exam:

May 4

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 Department of International Affairs is committed to fostering a diverse, equitable, and inclusive learning environment for all students, staff, and faculty. We welcome 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/). We recognize a special responsibility to undertake particular efforts to include the participation and voices of those from historically underrepresented groups. In all of this, diversity alone is not the only goal; we also strive to hear, listen to, and incorporate new voices in our teaching, research, and service. We hold that embracing and supporting new perspectives, individuals, and ideas invigorates academic excellence and pushes our entire community forward. The Department of International Affairs and the Bush School expect everyone to demonstrate respect for different experiences, beliefs and values expressed by other members of our community and to engage in reasoned discussions. As a department of international affairs, within a university dedicated to the public good, a commitment to diversity, equity, and inclusion is critical for preparing and ensuring the success of the next generation of leaders.

Makeup Work Policy

Students will 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 Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

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

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.

LEARNING OUTCOMES

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

- 1) Identify the authorities and responsibilities of intelligence community agencies that conduct offensive and defensive counterintelligence activities. Identify the objectives of U.S. counterintelligence as articulated in the National Counterintelligence Strategy.
- 2) Explain the intelligence threats currently posed by traditional and non-traditional adversaries, as well as strategic allies. Explain which countries currently represent the greatest threat and the tradecraft they employ to commit espionage in the U.S.
- 3) Prepare written products that clearly articulate an understanding of historical counterintelligence successes and failures. Apply this knowledge to consider the effectiveness of current counterintelligence, insider threat and security programs.

- 4) Apply the 'Ten Commandments of Counterintelligence' to consider how agencies responsible for both offensive and defensive counterintelligence can improve their effectiveness
- 5) Identify the role that both double agents and defectors have played in U.S. counterintelligence.

COURSE OUTLINE

Syllabus topics are subject to change

January 19

Course Overview

U.S. Counterintelligence Mission / IC Structure

National Counterintelligence Strategy of the U.S.

Foreign Intelligence Threats

Class 1 readings:

National Counterintelligence Strategy of the United States, 2020-2022

https://www.dni.gov/files/NCSC/documents/features/20200205-National_CI_Strategy_2020_2022.pdf

FBI National Counterintelligence Task Force: Introduction to CI (handout)

Army Captain Who Spied for Russia Sentenced to 15 Years, Washington Post

https://www.washingtonpost.com/local/legal-issues/peter-debbins-russia-spy-prison/2021/05/14/6aabc1d0-af5b-11eb-b476-c3b287e52a01_story.html

January 26

History of the CIA and FBI

Ten Commandments of Counterintelligence

Three Principles of Workplace Counterintelligence

Class 2 readings:

Olson, pp. 39-70

Olson, pp. 71-84

February 2

The Legacy of James Jesus Angleton

Anatoly Golitsyn & Yuri Nosenko

Class 3 readings:

Mangold, Chapters 1-12, Epilogue

February 9 **Foreign Intelligence Operations – Russia**
Foreign Intelligence Operations – Cuba

Class 5 readings:

Olson, pp. 13 – 38, 137 – 142, 157 – 163, 172 – 181

Annual Threat Assessment of the U.S. Intelligence Community (Russia)

<https://www.dni.gov/files/ODNI/documents/assessments/ATA-2021-Unclassified-Report.pdf>

February 16 **Foreign Intelligence Operations – China**

Class 4 readings:

Olson, pp. 1 – 12, 182 – 190

Annual Threat Assessment of the U.S. Intelligence Community (China)

<https://www.dni.gov/files/ODNI/documents/assessments/ATA-2021-Unclassified-Report.pdf>

FBI Report: China: The Risk to Academia

<https://www.fbi.gov/file-repository/china-risk-to-academia-2019.pdf/view>

FBI Report: China: The Risk to Corporate America

<https://www.fbi.gov/file-repository/china-risk-to-corporate-america-2019.pdf/view>

February 23 **Signs of Foreign Intelligence Penetration**
Potential Causes of Compromise
CI Investigations
DoD Counterintelligence Investigations and Operations

Class 6 readings

Olson, pp. 121 – 126, 132 - 136

March 2 **Double Agent Operations**
WWII and British Double Cross System
Identifying Controlled Assets
Midterm Review

Class 7 readings:

Masterman, Foreword, Chapters 1-3, 9-11

Olson, pp. 85-113

OSS Double Agent Operations in WWII (Handout)

March 9 **MIDTERM**

March 23 **Guest Speaker, FBI: FBI and Domestic Counterintelligence**
Private Sector Counterintelligence
Countering Insider Threat

Class 9 readings:

National Counterintelligence Strategy of the United States

https://www.dni.gov/files/NCSC/documents/features/20200205-National_CI_Strategy_2020_2022.pdf

March 30

**Role of Defensive Counterintelligence in the Workplace
CI Case Studies (Miller, Scranage, Lonetree, Bloch, Pitts, Nicholson)**

Class 10 readings

Olson, pp. 143 – 148, 116 – 120, 113 – 115, 127 – 131, 149 - 156

The Felix Bloch Affair: An Unsolved Case of Cold War Espionage

<https://adst.org/2019/09/the-felix-bloch-affair-an-unsolved-case-of-cold-war-espionage/>

A Scorned Woman, Though Innocent, Gets No Compassion

<http://www.chicagotribune.com/news/ct-xpm-1994-02-01-9402010069-story.html>

Spy Like Us?

<https://indyweek.com/news/archives/spy-like-us/>

April 6

**Guest Speaker, Kevin Gamache, Chief Research Security Officer,
Texas A&M University
Foreign Intelligence Operations targeting U.S. Academia**

Class 11 readings:

Global Engagement: Rethinking Risk in the Research Enterprise

<https://www.hoover.org/global-engagement-rethinking-risk-research-enterprise>

China's Lavish Funds Lured U.S. Scientists. What Did It Get in Return?

<https://www.nytimes.com/2020/02/06/us/chinas-lavish-funds-lured-us-scientists-what-did-it-get-in-return.html>

Threats to U.S. Research Enterprise (Senate Permanent Subcommittee on Investigations)

<https://www.hsgac.senate.gov/imo/media/doc/2019-11-18%20PSI%20Staff%20Report%20-%20China%27s%20Talent%20Recruitment%20Plans.pdf>

April 13

**Guest Speaker, Scott Carmichael, retired DIA CI Officer
Case Study - Ana Montes**

Class 12 readings:

Carmichael, Chapters 1-23

April 20

**The Conflict between National Security and Freedom of the Press
Espionage in Fiction: The Spy Who Came in from the Cold
*Book Reports Due / Class Presentations**

Class 13 readings:

Ross, *Who Watches the Watchmen* (handout)
Le Carre, Chapters 1-26

April 27

**Liaison with Allied Intelligence Agencies
Israeli Intelligence
Jonathan Pollard
Finals Review**

Class 14 readings:

Olson, pp. 164 - 171
Olson, *Grow Up – Everybody Does It*
Olive, Chapters 1-28 (optional)

May 4

FINAL EXAM