GOVT 660, “Intelligence and National Security,”
Prof. Mary Manjikian
Wednesday, 6-9 PM
Location TBA
Office Hours: Friday, 9-12
RH 318H
352-4138
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Required Books:
Gregory F. Treverton, Intelligence in an Age of Terror, Cambridge Univ Press
Mark M. Lowenthal, Intelligence, 4th ed. CQ Press

Therefore judge nothing before the appointed time; wait till the Lord comes. He will bring to light what is hidden in darkness and will expose the motives of men’s hearts. At that time each will receive his praise from God.
1 Corinthians 4:5

The aim of this course is to gain familiarity with the process and science of intelligence collection and analysis in the United States, and to understand how intelligence is used by legislators and policymakers to support foreign policy decision making. We will focus on defining intelligence, describing how it has evolved and changed in response to international and domestic political events, and relate the challenges of intelligence work to larger questions of epistemology and ontology. Last (but certainly not least), we will relate the work of intelligence practitioners to larger ethical and moral issues and attempt to figure out and articulate how a Christian can respond to some of these challenges.

This class is run as a graduate seminar. There are few requirements, but there is an assumption that you are committed to learning as much as you can about this topic – and that therefore you will challenge yourself to do as much reading as you can.
Every week there are two required chapters, plus a list of suggested readings. All of the suggested readings can be accessed online, usually through the International Security and Counterterrorism database. (If you do not know how to find this database, please contact the library for assistance. In the syllabus, the main journal for the field, the International Journal of Intelligence and Counterintelligence, accessible through the International Security and Counterterrorism database, is abbreviated as IJIC.)

You should attempt to read at least two (and preferably more) of the suggested readings. Since you will not all be doing the same readings, you should come to class prepared to brief your colleagues on your readings so that they can benefit from your insights. Students who are taking this class online will post a 250-500 word SUMMARY every week of the articles which they have read, relating them to the readings.
There is no final paper. Instead, you will submit:

1. **One article summary.** (See Section 8.2 in your Political Science Student Writer’s Manual on “article critiques” pp. 112-116.) **Ten percent**

2. **One book review** (taken from the suggested readings at the end of each chapter of Lowenthal). See Section 8.1 in your Political Science Student Writer’s manual on “how to write a book review,” pp. 116-120.’ **NOTE:** It is imperative that you choose your book for your book review as soon as possible, and that you secure a copy from the library or amazon.com as soon as possible. Under no circumstances will I grant an extension of the assignment due to the fact that you have not received the book on time (unless you are on military deployment in which case I will require a letter from your commanding officer certifying that this is indeed the reason why you have not received the book on time. In that instance, an alternate assignment will be created for you. The assignment will be a timed and proctored exam which is cumulative, covering all readings and concepts covered in the course.) **Twenty percent**

3. **One memo** (see section in your Political Science Student Writer’s manual on “Policy analysis Papers,” pp. 144-151) to President Obama detailing your suggestions for intelligence reform. **Twenty Percent**

4. **One thoughtful essay** laying out your **personal code of ethics** regarding what you see as the major issues for a Christian working in the field of intelligence and how you see yourself resolving these issues. Your personal code of ethics should have at least five points and they should be based in scripture. I will provide more information on this project later in the semester. **Twenty Percent**

5. **Weekly In-Class participation and discussion posts for on-line students. Ten Percent.** Essentially I am implementing an honor code here. This is a very small percentage of your overall grade, and it would be easy for you to decide that this is not where you want to spend your effort in this course. However, the discussions are for YOUR benefit, not mine. Essentially you want to come out of this course conversant in the major issues and able to speak to them effectively and correctly (for instance, in a job interview.) The weekly briefings and the discussions are the best way for you to do so. Also, if I am unsatisfied with the quality of week in-class discussions, I will reserve the right to move to a series of written in-class quizzes given weekly on the readings – in place of discussions.

6. **Brief on one Country’s Foreign Intelligence Service. Twenty Percent.** You will receive more information on this project later in the semester.

**WEEK ONE: Defining Intelligence and Intelligence as a Social Construct**

**Wednesday, January 6**

**Required:**
Treverton, Chapter One
Lowenthal, Chapter One
WEEK TWO: History of Intelligence (Wednesday, Jan. 13)

Required:
- Chapter 2, Lowenthal
- Chapter 2, Treverton, “The Changed Target”

Suggested:
- Thomas G. Fergusson, British Military Intelligence, 1870-1914: The Development of Modern Intelligence Organization (University Publications of America).
- Christopher M. Andrew, Secret Service: the Making of the British Intelligence Community (London: Heineman, 1985)

Discussion: What are some things that are ALWAYS TRUE about intelligence – regardless of the historic circumstances, the culture and ideologies? Is there anything that is true for both wartime and peacetime intelligence or are these two mutually exclusive fields? Are there different codes of ethics of intelligence, regardless of the
time period – or do different enemies and different situations call for different codes of ethics?

Article Summary Due
Please send me one sentence telling me what book you have chosen for your book review and why.

WEEK THREE: The US Intelligence Community
(Wednesday, January 20)

Required:
Chapter 3, Lowenthal

Suggested:

DISCUSSION QUESTION: What are the threats to democratic society inherent in building a domestic intelligence agency in the US? What is the difference between domestic intelligence and the secret police?

WEEK FOUR: The Intelligence Process
(Wednesday, January 27)

Required:
- Chapter 4, Lowenthal
- Treverton, Chapter 7

Suggested:
- Niall Ferguson, Virtual History: Alternatives and Counterfactuals.
- Richard Posner, Remaking Domestic Intelligence

DISCUSSION QUESTION:
Military intelligence experts collect information about weapons, strategies and positions in order to utilize it as ‘force multiplier’ and win on the battlefield. Why do CIVILIAN intelligence analysts collect information about public opinion, people’s personal habits and the likelihood of rebellion? Is it a means of social control and is intelligence inherently both situated and politicized? Is this a limitation that we can overcome through improving the intelligence process? Why or why not?
WEEK FIVE: Intelligence Collection  
(Wednesday, February 3)  

**Required:**
- Chapter 5, Lowenthal  
- Chapter 4, Treverton  

**Suggested:**

**DISCUSSION QUESTION:** Describe a counterfactual scenario in which better intelligence capabilities could have prevented 9/11 from occurring. What factors would have had to been changed, and how likely do you think it is that such a scenario could have occurred?  

WEEK SIX: Analysis (Wednesday, February 10)  

**Required:**
- Chapter 6, Lowenthal  
- Treverton, Chapter 6  

**Suggested:**

**DISCUSSION QUESTION:** What aspects of our Western or American mindsets may have been responsible for missed intelligence about 9/11? Is it ever really possible to ‘overcome’ our mindsets – for example, through better awareness of our biases and subjectivity?  

WEEK SEVEN: Counterintelligence (Wednesday, February 17)  

**Required:**
- Chapter 7, Lowenthal  

**Suggested:**
DISCUSSION QUESTION: Do you feel that ‘high policing’ violates any democratic principles? Which ones? Is there any way to ‘fix’ this situation to assure that it is no longer problematic?  

Book review due

WEEK EIGHT: Covert Operations (Wednesday, February 24)  

Required:  
- Lowenthal, chapter 8  
- Treverton, Chapter 8  
- Relevant Bible verses: Exodus 1; Joshua 2, 6, 8; Judges 3:12-20; I Samuel 21; Hebrews 11; James 2:20-26  

Suggested:  
- [http://home.earthlink.net/~davidlperry/covert.htm](http://home.earthlink.net/~davidlperry/covert.htm)  

DISCUSSION QUESTION: Should a Christian ever use deception? Why or why not?

WEEK NINE: Ethical and Moral Issues (March 10)  

Required:  
- Visit the following website and read any paper or papers: [http://intelligence-ethics.org/ethics1.html](http://intelligence-ethics.org/ethics1.html)  

Suggested:  

Your Own Ethical Code of Conduct  
(Possible Guest Speaker)  
DISCUSSION: Summarize and present your ethical code and interact with your classmates.
WEEK TEN: the role of the policy maker (March 17)

**Required:**
- Lowenthal, chapter. 10

**Suggested:**

DISCUSSION: Can we avoiding politicizing intelligence through better training in research methods? Why or why not?

WEEK ELEVEN: Oversight and accountability (March 24)

**Required:**
9/11 commission report (accessible online)

**Suggested:**

DISCUSSION:
What can we learn from the failures of 9/11?

WEEK TWELVE: Nation States (March 31)

**Required:**
- Treverton, Chapter 9

**Suggested:**

Discussion: In what ways has 9/11 made intelligence cooperation between nation-states more likely? Less likely?
WEEK THIRTEEN: Transnational Actors (April 14)

**Suggested**

WEEK FOURTEEN: Intelligence Reform and the Future (Wednesday, April 21)

**Required:**
- Treverton, Chapter 5

**Suggested:**

Discussion: Is it ever possible to fix the intelligence process? Why or why not?

Policy memo due
Week Fifteen: foreign intelligence
(Wednesday, April 28)
Briefings due
POLICY MEMO:

Your memo should be between 1,000 – 1250 words. Under no circumstances should it be longer. You are to adhere to the format provided in the folder titled “How to write a memo.”

You are to note
1. What you see as the most serious problem conceptually (in terms of agencies, their missions and the function of intelligence, both in political and concrete terms)
   -Cite at least one example substantiating the existence of this problem
   -Make at least two concrete suggestions regarding how you would go about fixing this problem

2. What you see at the most serious problem ethically and morally
   -Cite at least one example substantiating the existence of this problem
   -Make at least

3. What you see as the most serious problem in terms of organization, both internally and in terms of working with other agencies
   -Cite at least one example substantiating the existence of this problem
   -Make at least

VERY IMPORTANT: You will want to make significant use of the analyses you have read in this course – but you need to ALSO perform original, policy-relevant analysis. (In other words, do not simply cite the three problems listed in Article A, and footnote the author of Article A ten times.) This needs to be your own work, argued, researched and substantiated.
Please use APA style and do footnote where appropriate.

I would suggest that you use the bullets noted above as your section headings (i.e. Major Substantive Problems Facing the Intelligence Community; Evidence of the problem, etc.)