BOSTON UNIVERSITY
THE FREDERICK S. PARDEE SCHOOL OF GLOBAL STUDIES

IR 581: THE EVOLUTION OF STRATEGIC INTELLIGENCE
Tuesdays & Thursdays from 0930 AM-10:45 AM, CAS #B06B in the Spring Semester, 2017
Professor John D. Woodward, Jr.
Office: 156 Bay State Road, Room 301
Office Hours: Tuesdays, 3:15-5:15 PM or by appointment
E-mail: jdwjr@bu.edu
Office Telephone: (617) 353-8978 Mobile Telephone: (703) ____________

Introduction: Welcome to IR 581, The Evolution of Strategic Intelligence. This syllabus provides you with essential information about this course including an overview, learning objectives, requirements, grading, my pedagogical approach, reading assignments, and other helpful details.

As your professor, I want to do whatever I can to make your participation in this course an extremely worthwhile experience for you. We are all here to learn, gain insight, and grow. As a seminar, this class will provide ample opportunity for each of us to share our ideas and opinions. I look forward to learning from you as you articulate your views and we engage in discussion.

Course Overview: With emphasis on U.S. intelligence activities from the period of the American Revolution through the twentieth century, this course will:
• Explore the various types and uses of intelligence, to include inter alia intelligence collection, analysis, counterintelligence, and covert operations,
• Study how intelligence practice and organization have evolved from ad hoc efforts to complex bureaucratic systems responsive to strategic requirements,
• Examine the different ways civilian and military leaders have used strategic intelligence to inform decision making, shape policy, and conduct diplomacy, and,
• Assess the effects of intelligence on global events.

Learning Objectives: Upon successful completion of this course, students will:
• Understand the important and long-standing role intelligence activities have played in many nation-states, particularly the United States,
• Identify and explain in detail several historical cases where intelligence significantly contributed to the success or failure of a major event,
• Describe the basic structure, mission, processes, personalities, and modus operandi of several intelligence organizations drawing on an historical perspective, and,
• Understand the relationship between collectors and producers of intelligence and consumers and users of intelligence, to include the effect of the intelligence process on policymaking.

Course Requirements: Students will participate in a(n):
• Midterm exam, worth 25 percent of the total grade, scheduled in-class for March 02,
• Final exam, worth 45 percent of the total grade, per the university finals schedule,
• Annotated team briefing, worth 20 percent of the total grade, scheduled for April, on a topic related to a specific intelligence issue, as approved by the instructor.
Students will do the annotated briefing as part of a three-, four- or five- person team. All team members receive the same grade.

Each team will provide an uninterrupted eight-minute briefing in class, followed by a seven-minute question/answer period. (These time limits may change depending on the number of teams.) Aids (e.g., slide decks, whiteboard) are strongly encouraged. Time limits will be strictly enforced. Grading will be based on the briefing’s substance, academic rigor, creativity, relevance, organization, and delivery.

Each team will provide the instructor with a copy of the briefing, to include any slides, text, notes, or other aids, prior to the briefing.

When a team is briefing, the other students will listen closely and then ask questions of the briefing team. All students will also provide the instructor with written comments and rankings on the briefings they observed.

Ongoing class discussion, worth 10 percent of the total grade. This course’s seminar format is designed to encourage the exchange of ideas and opinions. Accordingly, class participation will be graded.

Academic Conduct: Students are responsible for understanding and following the provisions of the CAS Academic Conduct Code and Policies. Copies of the Code are available here:
- http://www.bu.edu/academics/policies/academic-conduct-code/
- GRS: http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/academic-discipline-procedures/

Cases of misconduct must be reported to the Dean’s office. All class members are expected to maintain the highest standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university.

Use of Electronic Devices in Class: I believe that laptop computers, tablets, cell phones, and the like are serious distractions to your in-class learning. However, you may use these devices in class provided that you, as a user, are using them only to take notes or refer to notes and that you seat yourself such that your computer screen is not visible to others around you. Please do not text or email in class.

Professor’s Pedagogical Approach:
- **Socratic Method:** Students should come to class prepared and ready to discuss the topic(s) and readings. During class, I will regularly call on students at random and ask them questions. As one trained in the law, I regularly use the Socratic Method to help guide class discussions. Learning through the Socratic Method may seem a little daunting at first; however, it is a superb way to synthesize our intellectual efforts. For those interested in viewing the Socratic Method in action, please see the film, *Paper Chase* (1973) in which first-year law students try to survive their contracts course taught by the indomitable Professor Charles Kingsfield.

- **Absence from Class:** A student who, for whatever reason, is forced to miss class should advise me prior to that class and arrange to acquire from fellow students the professor’s handouts and class notes and otherwise ensure learning continuity.

- **Lack of Academic Preparation:** A student who, for whatever reason, is not prepared for class should advise me prior to that class so that I do not inadvertently call on him/her during that class
and cause embarrassment for the student and myself. If you are not prepared for class, the world will not end. Please come to class regardless but let me know ahead of time that you are not prepared.

- **Semper Gumby (“Always Flexible”):** As this course covers many topics over several centuries, I ask students to be flexible, nimble, and adaptable in that I reserve the right to “fine tune” or make “course corrections” to the reading list. For example, I may replace some readings with others. I will notify students in advance of any modifications to the syllabus. Similarly, I may invite guest speakers to share their insights with the class. In the event that their schedules (or ours) change, we will adjust accordingly. Students taking this course should at all times maintain a flexible attitude and a hearty sense of humor.

- **Accessibility:** You should feel free to contact me at your convenience to discuss any topic. Unscheduled telephone calls and text messages to the instructor’s mobile number should be reserved for time sensitive matters. However, I check my emails several times throughout the day and respond in a timely manner. You are welcome to visit me in my office at any time.

- **Appreciation:** I am greatly indebted to my BU colleagues, Professor Emeritus Arthur Hulnick and Professor Joe Wippl, both of whom previously taught this course, for sharing their expertise and course notes. Professor Hulnick created this course many years ago and the fact that it remains a popular academic offering at Boston University is a testament to his vision. I have drawn heavily from Art and Joe and I appreciate their advice and help.

- **Field Trip:** If there is student interest and scheduling flexibility, I am happy to conduct a field trip focusing on Boston’s Revolutionary War intelligence activities and other Boston-related espionage insights. We would meet at an agreed-upon date/time/location and proceed on a walking tour of important historical sites, including the Boston Massacre location, Old South Meeting House, Old North Church, Copp’s Hill, the Benjamin Franklin and Samuel Adams statues, and the Green Dragon Tavern. We can discuss a field trip option in class.

**Publications Required for Purchase:** The assigned readings are indicated in the following pages. These readings will provide essential background for the course sessions and class discussions. I encourage you to be adventurous and see what interesting readings (from reputable sources) you can find for yourself. It is recommended that you purchase the following four books, which should be available at the BU Bookstore:

Readings to be Posted on Blackboard (BB) or Available Electronically (Online):

- Association of Former Intelligence Officers (“AFIO”), Peter C. Oleson ed., *AFIO’s Guide to the Study of Intelligence*, (Fall Church, VA: 2016).

- AFIO, *Intelligence as a Career*, (Fall Church, VA: 2013).


Class Summary: During the Spring 2017 Semester, IR 581 meets for a total of 27 classes on the following dates:

19, 24, 26, 31 January
02, 07, 09, 14, 16, 23, 28 February   N.B. There is no class on 21 Feb (BU Monday schedule).
02, 14, 16, 21, 23, 28, 30 March   N.B. Spring recess is 04-12 March.
04, 06, 11, 13, 18, 20, 25, 27 April
02 May

January 19 & 24: Introduction to IR 581
Themes:
• Instructor’s welcome, course administration, and housekeeping.
• Student introductions: Why are you taking this course and what do you hope to gain from it?
• Basic questions: What is intelligence? What is the intelligence cycle? What are classic intelligence functions? What is the relationship between intelligence and policy-making?
• “Second oldest profession”—Manifestations of intelligence activities from the ancient world to the new world.
• Field trip discussion.

Readings:
3. WMD Commission, “Appendix C: Intelligence Primer,” pp. 582-585 (Please read the short sections on What is Intelligence?, The Intelligence Cycle, and Other Intelligence Activities: Counterintelligence and Covert Action) available at http://www.gpo.gov/fdsys/pkg/GPO-WMD/pdf/GPO-WMD.pdf   (Online).

January 26, 31; February 02: Intelligence in the American Revolution & Early Republic
Themes:
• Founding Fathers’ views on control, implementation, and disclosure of intelligence activities.
• Secret operations of the Revolutionary War.
  o George Washington, “the Father of US Intelligence,” and his intelligence operations.
  o Case studies of (1) Revolutionary Boston and (2) Major General Benedict Arnold.
  o Discussion of General Washington’s letter to Lord Stirling, July 26, 1777.
  o Intelligence and Manifest Destiny: Secret operations from Presidents Jefferson to Polk.

Readings:
2. CIA, *Intelligence in the War of Independence*, (Online). (Optional reading.)

**February 07, 09, 14, 16: Intelligence in the U.S. Civil War & Later 19th Century**

Themes:
• Intelligence activities of Blue and Gray.
  o Intelligence collection, covert operations and overseas clandestine procurement
  o Counterintelligence and internal security
  o Establishment of the Army of the Potomac’s Bureau of Military Information
• Case Study: Intelligence Failure: How did Old Jube give the Yankees the Slip?
• Post-Civil War U.S. intelligence activities

Readings:
1. CIA, *Intelligence in the Civil War*. (Online). (Optional reading.)
3. Haswell, Chap. 8; pp. 81-93 (BB).
4. Knott, Chap. 7; pp. 139-159.

**February 23: Guest Speaker TBD**

**February 28: Intelligence in 19th Century Europe**

Themes:
• European intelligence activities
• Case study: The Duke of Wellington’s espionage operations.

Readings:

**March 02: Midterm Examination.**

**March 14, 16: Intelligence in the Great War and its Aftermath**

**Themes:**
- Dreyfus Affair.
- Great War
  - Aerial reconnaissance
  - Cryptographers’ war.
  - Zimmermann Telegram.
  - Intelligence successes and failures.
- Russian Civil War, Bolshevism, and the Cheka.
- Other intelligence activities.

**Readings:**
1. Andrews, Chap. 2.
2. O’Toole, Chaps. 17-26; pp. 201-310.

**March 21, 23, 28: Intelligence in the Interwar Period; Intelligence in World War II**

**Themes:**
- Rise of totalitarian regimes.
- Creation of OSS and the role of “Wild Bill” Donovan
- Intelligence failures?
- Four surprises: Pearl Harbor, Hitler’s invasion of Norway, Hitler’s invasion of Russia, and the German Ardennes Offensive.

**Readings:**
2. CIA, *The Office of Strategic Services: America’s First Intelligence Agency*. (Online). (Optional reading.)
4. Sulick, Chaps. 16-20.

**March 30; April 04: Intelligence in World War II (Continued); Seeds of the Cold War**

**Themes:**
- War in the Pacific.
- Soviet domination of Eastern Europe; the partition of Korea.
- Communist threat.
- National Security Act of 1947; CIA’s creation.

**Readings:**
1. Andrews, Chap. 5.
2. O’Toole, Chaps. 33-34; pp. 424-453.
April 06, 11, 13: The Cold War
Themes:
- Spy vs. Spy.
- Soviet penetration of the Manhattan Project
- Covert actions in Italy, Guatemala, Iran, et al.
- Cuba and the Bay of Pigs.
- Eyeball to Eyeball: The Cuban Missile Crisis.
- Development of overhead reconnaissance systems.
  - Satellite systems in competition.
  - The U-2 and SR-71 case studies.

Readings:
1. Andrew, Chaps. 6, 7.
2. O’Toole, Chaps. 35-36; pp. 443-494.

April 18, 20: The Cold War (Continued)
Themes:
- Proxies and the battle for the Third World.
- Vietnam and other shooting wars.
- Uses and abuses of intelligence.
- Congressional investigations and intelligence oversight.

Readings:
1. Andrews, Chaps. 8, 9, 10.
3. Others to be assigned.

April 25 (and April 27, if necessary): In-class Student Briefings

April 27: From the Fall of Nixon to the Fall of the Wall
Themes:
- Intelligence reform efforts in the U.S.
- Legacy of the Reagan years
  - William Casey, DCI
  - Iran Contra affair

Readings:
1. Andrews, Chap. 11-12.
2. View: “Iran Contra Scandal,” videoclip (10:53 minutes) available at
   https://www.youtube.com/watch?v=p7LEByr_QNE
3. Others to be assigned.

May 02: The End of the Cold War
Themes:
- Collapse of the USSR & fates of Soviet and East European intelligence services.

Readings:
1. AFIO, pp. 419-440. (BB.)
3. Others to be assigned.

May ___: Final in-class examination, per the BU schedule.