**IR: Intelligence: Collection, Espionage, Analysis, Covert Action, Counterintelligence**

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Office Hours TBD

**Course Dates:** TBO  
**Course Time & Location:** TBO  
**Course credits:** TBO

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**Course Description**

Countless books, movies and film series have portrayed and continue to portray the art and craft of intelligence, mainly as it pertains to espionage and covert action. Almost all popular culture falsely fictionalizes intelligence with portrayals of murder and mayhem. Yet, intelligence collection and analysis are incredibly interesting; they have a never-ending appeal to those seeking influence and adventure.

What do intelligence agencies do and why? This course addresses these crucial questions. The objective of this course is to learn and to understand the responsibility of intelligence in the decision making process of policy makers across the world. It will also examine counterintelligence. The course focuses particularly on the United States, which has the most extensive intelligence gathering and analysis capabilities among democracies. While every country on earth has at least one intelligence agency, the United States has 16 separate intelligence agencies. Together, the U.S. intelligence community spends over 80 billion dollars a year. Since the Presidency of Lyndon Johnson, every American President has started each day with the President’s Daily Brief (PDB). The PDB is prepared in the main by the CIA based on broadly collected open and secret information. The course will familiarize students with the full range of activities undertaken by U.S. intelligence agencies to support the country’s foreign policy objectives, including intelligence gathering, analysis, covert action, and emerging challenges. In addition, the course will present the laws governing intelligence collection and covert action as well as ethical issues that may confront intelligence agencies and professionals.

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**Course Hub Outcomes**

**HUB CAPACITY:** Philosophical, Aesthetic, and Historical Interpretation

**AREA: Historical Consciousness**

In this course, students will receive a broad outline of the history of intelligence and what intelligence does in the United States. Prior to the twentieth century, intelligence was a constant factor in war and diplomacy beginning with the ancients, through the Middle Ages and into the Modern Era. An example is the intelligence capabilities and interests of George Washington. With the onset of the twentieth century, the beginnings of formalized structures
of intelligence organizations were established in Great Britain and spread throughout the world. Students will learn how the concepts and practice of intelligence have changed over time. What does intelligence mean? What does the collection of intelligence mean? Where is intelligence collected? Why is there signal intelligence and why is there imagery intelligence? Why do countries engage in espionage and what actually is espionage? What is covert action and why have so many countries used covert action? What is meant by counterintelligence? How does it defend and protect the security of the citizenry? How and who analyzes all this information for the benefit of the policy maker in any state? Finally, why is it secret?

**HUB CAPACITY:** Diversity, Civic Engagement, and Global Citizenship

**AREA: Ethical Reasoning**

Students will learn the legal and ethical obligations of citizens employed in security agencies, and how those vary across jurisdictions and time periods. The development of the American security agencies reflected the time and place in which they were organized. After World War II, a period of consensus on U.S. security policy emerged. Intelligence Agencies were formed according to the law and given vague authorities. The system functioned on the basis of a consensus embedded among government officials, politicians, and the press. This consensus broke down in the early 1970s because of abuses by the intelligence agencies and the emergence of a new generation of leadership. Students will learn how new understandings of the ethical conduct of intelligence have resulted over time in the passage of laws formalizing the legal conduct of intelligence agencies. They will also learn that events influence the authorities of governments. For example, without a defined threat to American property and persons, intelligence agencies are more restricted than when there is a threat. The course addresses the ethical issue facing both institutions and individuals. Given the demands to government to protect the citizenry and the demands for unbiased analysis of situations and events to policy makers, the integrity of personnel in intelligence will remain paramount.

**HUB CAPCITY:** Communication

**AREA: Writing**

Students will prepare a President’s Daily Brief each week of the semester. They will take a current topic and write a one to one-and-a-half page article for the PDB on a subject which the Director of National Intelligence considers is or should be of interest to the President or on a subject the President would like more information. The PDB will begin with a summary of the information followed by analysis of the information. The writing itself will emphasize declarative sentences. The writing of short, accurate and to the point narratives are the overwhelmingly prevalent form of written communication in government and the private
sector. Students will receive extensive feedback on the style, clarity, structure, and effectiveness of their PDBs.

**Course Learning Objectives**

By the end of this course, students will have achieved the following course learning outcomes:

- Demonstrate knowledge of intelligence: including collection, analysis, covert action and counterintelligence.
- Demonstrate knowledge of what the contribution of intelligence is to the making of policy by elected leaders and knowledge of the laws governing intelligence.
- Demonstrate a sensitivity to the ethical dimensions of decisions made and implemented by intelligence agencies.
- Demonstrate writing and analytical skills in short summary works and in oral briefings.

**Instructional Format, Course Pedagogy, & Approach to Learning**

This is a lecture and discussion course organized around required weekly readings and the submission of weekly short current international affairs formatted similar to a U.S. Presidential Daily Brief. The purpose is to teach and sensitize students to the rhythm of international relations as it pertains to political, economic and security issues and problems. The study of intelligence in this context will prepare students to understand that international relations are not only relations between the U.S. and other nations but also between other nations. Students are expected to come prepared with the required readings, and participate in class discussions.

**Books and Other Course Materials**


Sandy Grimes and Jeanne Vertefeuille, Circle of Treason, Annapolis, MD, Naval Institute Press, 2012.

Mark Lowenthal, Intelligence: From Secrets to Policy, Los Angeles, Sage Press, 2017.


Assignments and Grading Criteria

A. Presidential Daily Briefs (25%): Students will submit a formatted Presidential Daily Brief each week of the semester based on a current event. Students will learn the PDB is not about policy or policy options but rather about information and the analysis of current events. They will learn to write in a Central Intelligence Agency style emphasizing absolute clarity in language. They will also learn to brief orally the instructor in lieu of the President.

B. Class Attendance & Participation (15%): Regular attendance in class is mandatory. Discussion with students of current events is meant to help them absorb information about events occurring in the world with the objective of significantly increasing the ability of students to think critically about what they read. Discussions will address both historical developments and ethical challenges.

C. Mid-Term Examination (20%): The mid-term examination will cover the readings and lectures and will be based on a broad outline of what intelligence is, what it means for the policy maker and how intelligence has developed institutionally. Students will be expected to demonstrate their understanding of both the historical development of intelligence agencies and how they have addressed ethical challenges.

D. Final Examination (40%): The final examination will be similar to the mid-term but will be cumulative and will test through identifications and essay questions how the intelligence systems in the U.S. and world work and what they accomplish for government and the policy maker. Students will be expected to demonstrate their understanding of both the historical development of intelligence agencies and how they have addressed ethical challenges.

Explanation of grades and GPA at Boston University can be found by following this link: https://www.bu.edu/reg/academics/grades-gpa/

How to Succeed in This Course

Success in the course is determined by the effort of study of intelligence methods and organizations and by discussion with the instructor as well as with fellow students. Students
are encouraged to meet with the instructor during office hours or other times arranged with the instructor to discuss current events and how to analyze current events in a fair manner.

Disabilities: Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible and no later than 14 days from the first exam/assignment. After you turn in your letter, please meet with the instructor to discuss the plan for accommodations so we can be sure that they are adequate and you are supported in your leaning. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu).

Community of Learning: Class and University Policies

1) Course participants’ responsibilities for ensuring a positive learning environment:
   Students are expected to be punctual in class. Late arrivals will affect the grade under the heading of class participation.

   The use of laptops and tablets is to be kept at a bare minimum in class.

   The use of cellphones is not permissible in class.

   It is important to be respectful, logical and evidence-based in class discussion.

   • On argumentation, see: http://www.csun.edu/~hcpas003/argument.html
   • On logical fallacies, see: http://writingcenter.unc.edu/handouts/fallacies/

   The instructor will respond to emails almost always within 24 hours.

   The instructor will complete the review of student’s work and examinations prior to the following class after the submission of the work or the examination.

2) Attendance and Absences
   Attendance in this class is mandatory. If a student cannot attend a session, they must email the instructor in advance in order to excuse themselves. Any more than two absences during the semester will result in a reduction in the participation grade by one grade letter. Students who are absent from the class for religious observance must notify the instructor as early as possible, and at least two weeks in advance.

3) Assignment Completion & Late Work
All assignments must be submitted on the first day of the course each week. Late work without adequate justification will be penalized by one letter grade for that assignment. Students who will miss examinations for unforeseen factors or factors beyond their control must contact me as early as possible so that makeup examinations can be scheduled.

4) Academic Conduct Statement

Plagiarism is a serious offence, and will not be tolerated. The members of this class will follow the “Academic Code of Conduct” of Boston University, accessible here: https://www.bu.edu/academics/policies/academic-conduct-code/

**SCHEDULE OF TOPICS FOR CLASSES**

Schedules and topics are subject to change. If and when there are changes, the instructor will notify the students in advance.

WEEK 1, Introduction: The World History of Intelligence, from the beginning to World War I


There are a number of constants in history and intelligence. One of them is wanting to know what the adversary is doing in order to seek understanding and advantage. From the beginnings of recorded times to World War I, intelligence collection has coincided with technical advances. The British were and still remain masters of the craft of intelligence.

WEEK 2, The U.S. History of Intelligence, from George Washington to the formation of OSS during World War II


George Washington was a master of intelligence collection, covert action, deception operations and counterintelligence. He had to use these means to win the Revolutionary War. Beginning with the Washington Presidency, his successors used intelligence methods to expand the territory and influence of the U.S. and to win wars engaged in by the U.S.

**President’s Daily Brief Due**

WEEK 3, The National Security Act of 1947, the Creation of the Central Intelligence Agency that year and the Creation of the Director of National Intelligence in 2004

*Snider, L. Britt. “The Agency and the Hill” Chapter I, p. 3-50

The Intelligence agencies of the United States were established by laws passed by Congress and signed by the President. This is a story of conflict and coordination between two branches of government to ensure the President’s authority is maintained and concurrently limited by law.

**President’s Daily Brief Due**
**WEEK 4, Collection: SIGINT, IMINT, OSINT AND MASINT**


While the Central Intelligence Agency receives most of the publicity, the intelligence community consists of 16 different agencies all directed at collection to serve the security of the United States. These are the most important: the National Security Agency, the National Geospatial Agency, the National Reconnaissance Office and the Defense Intelligence Agency.

**President’s Daily Brief Due**

**WEEK 5, Espionage**

*Roydan, Barry G. “Tolkachev, A Worthy Successor to Penkovsky” p. 5-33 (Handout)

Espionage is the cloak but rarely if ever the dagger in intelligence collection. Espionage serves to steal the most secret information and/or to understand the intentions of foreign political leadership.

**President’s Daily Brief Due**

**Week 6, Espionage**

*Weiser, Benjamin. “A Secret Life: The Polish Officer, His Covert Mission, and the Price He Paid to Save His Country. Chapter 1, 3 and 4, p. 5-28, p. 56-120.

Like the case of Adolf Tolkachev, the case of Ryszard Kuklinski illustrates the influence one secret agent can have on the decisions by government based on secret information provided by clandestine agents.

**President’s Daily Brief Due**
Week 7, Covert Action

*Weiser, Benjamin. A Secret Life: The Polish Officer, His Covert Mission, and the Price He paid to Save His Country, Chapters 5, 6 and 7, p. 121-185.
*“Heroes Under Fire: Shadow Warriors” History Channel.

The President’s authority to engage in Covert Action is contained in the National Security Act of 1947. Covert Action is the President’s tool in foreign policy.

**President’s Daily Brief Due**

Week 8, Covert Action

*Charlie Wilson’s War (film)

Covert Actions in Afghanistan and in Central/South America in the 1970s and 1980s had unintended consequences. If Covert Action has the benefit of being a third option for the President, it also has the drawback of creating forces opposed to the intention by the President of the covert action when he authorized the covert action.

**President’s Daily Brief Due**

Week 9, Counterintelligence


Counterintelligence is about keeping our secrets secret while penetrating hostile intelligence agencies to penetrate their secrets. As shown by the case of Aldrich Ames, incredible damage can occur when a hostile intelligence service penetrates another intelligence agency.

**President’s Daily Brief Due**

Week 10, Analysis

*”The Dark Side,” Frontline

The intelligence product is made up of Open Source Intelligence and Clandestine collected intelligence. The analysis of this information is what is presented to the policy maker, the apex of which is the President’s Daily Brief. This process is dependent on the integrity of the
intelligence agencies and their personnel to present unbiased, factual information to the policy maker.

**President’s Daily Brief Due**

Week 11, Laws Governing American Intelligence Organizations, the Congress and Oversight

*The National Security Act of 1947 (Handout)
*Executive Order 12333 (Handout)
The history of U.S. intelligence reflects the changes from the post-World War II world of informal discussions between the White House and Congress to the present where the process by which the intelligence agencies operate has become formalized by law.

**President’s Daily Brief Due**

Week 12, Foreign Intelligence Organizations

*Lowenthal, Mark, Chapter 15, p. 489-554
Every country has an intelligence agency, even the smallest ones. Russia, China, Israel, the United Kingdom and France have strong support and excellent capabilities. To combat transnational threats of proliferation, terrorism, rogue states and international organized crime, intelligence agencies must cooperate against common threats.

**President’s Daily Brief Due**

Week 13, New World of Cyber

Cyber is the new dimension in intelligence in espionage, counterintelligence and covert action. The use of cyber as a covert action tool is growing.

**President’s Daily Brief Due**

Week 14, Ethics of Intelligence
Espionage is in a gray area of human conduct. The question is what can an intelligence operative do for the greater good and what can she/he not ethically do. What are the limits of clandestine intelligence operations for the United States? The relative answer is good sound judgment based on ethical principles of the United States.