

**IR 556: PRESENT AND FUTURE INTELLIGENCE ISSUES: TERRORISM, PROLIFERATION, COUNTERINTELLIGENCE, ROGUE STATES AND NATIONAL/REGIONAL POWER CENTERS**

The government of the United States needs intelligence both to act against threats to its national security (national security being a very subjective terms) and to understand international developments. A fundamental problem in intelligence collection is an inability to discern which potential problems are likely to develop into a threat (even defining threat is essential) or otherwise require official attention. Many of the new issues of intelligence interest are transnational in nature. Terrorism and proliferation are not issues for any one country, nor can they necessarily be handled through traditional bilateral state channels. This is also true of rogue and failed states – not only may they connect directly to transnational threats of terrorism, human and drug trafficking, and proliferation but they also may lead to human catastrophes to which the United States and its allies may need to respond. Effective intelligence is key to anticipating and, if possible, preventing or alleviating such tragedies.

This course will emphasize the intelligence element required to confront transnational issues of terrorism, proliferation, counterintelligence and rogue states and how intelligence can be collected against these transnational targets. Concurrently, the class will focus on traditional intelligence issues and why they are important in the present. Finally, the class will look decades forward to future issues of intelligence issues both on a transnational basis, for instance, the environment and to both new and old power players on a national, regional basis.

**COURSE REQUIREMENTS:** Students will prepare a paper defining a future intelligence issue and why it is or will be of national importance. These papers will be due on the dates for discussion dates for the topics presented beginning March 8 and ending April 28. We will take as a given that the government of the United States has undergone a metamorphosis in the sense that it no longer concentrates solely on an immediate crisis but rather looks ahead not only to counter long-term threats but also to understand a world--and thereby survive and prosper--constantly changing and ironically constantly remaining the same. The papers are due at the same time as the presentations. I will provide weekly study sheets with benchmark questions to aid in understanding the issues dealing with transnational issues.

**BOOKS REQUIRED FOR PURCHASE:**

Carr, Matthew; *The Infernal Machine: A History of Terrorism* (The New Press) 2006

Coll, Steve; *Ghost Wars* (Penguin Books) 2004

Benjamin, Daniel and Simon, Steven; *The Age of Sacred Terror* (Random House) 2002

Atwan, Abdel Bari; *The Secret History of Al Qaeda* (University of California Press) 2006

Schroen, Gary; *In First* (Ballantine Books) 2006

Corera, Gordon; *Shopping for Bombs: Nuclear Proliferation, Global Insecurity and the Rise and Fall of A.Q. Khan* (Oxford University Press) 2006

### **BOOKS ON RESERVE:**

Sims, Jennifer E. and Gerber, Burton, Editors; *Transforming U.S. Intelligence* (Georgetown University Press) 2005

Kinzer, Stephen; *All the Shah's Men* (John Wiley & Sons, Inc. 2003

Norton, Augustus Richard; *Hezbollah* (Princeton University Press) 2007

Scheuer, Michael; *Imperial Hubris* (Potomac Books, Inc.) 2004

Langewiesche, William, *The Atomic Bazaar* (Farrar, Straus & Giroux) 2007

Williams, Phil, "Transnational Criminal Networks," pp. 61-97

"*Mapping the Global Future*," Report of the National Intelligence Council's 2030 Project, Based on Consultations with Nongovernmental Experts around the World

**GRADING:** Students will be graded on the basis of written work, oral presentations, class participation and examinations. The mid-term examination, the paper, and class discussion/attendance will each count for 20 percent, and the final examination will count for 40 percent of the final grade. Students are expected to attend all classes. Papers should be properly annotated. Students who, for whatever reason, are forced to miss class should advise me and arrange to acquire lecture notes. My office hours will be Mondays and Wednesdays from 10:00-12:00 and 3:00-4:00 p.m. and whenever we can meet.

**NOTE:** The last day to drop the course without a W is March 1. The last day to drop the course with a W is April 2.

**ACADEMIC CONDUCT:** Misuse of classroom video and recording can violate the Academic Conduct Code, the Student Conduct Code (<https://www.bu.edu/dos/policies/student-responsibilities/>) the Policy on Computer Ethics (<https://www.bu.edu/policies/conditions-of-use-policy-computing-ethics/>) and in some cases Massachusetts state law. Students may not record class sessions. Students are also responsible for understanding and following the provisions of the CAS Academic Conduct Code. The Conduct Code can be found at (<https://www.bu.edu/academics/policies/academic-conduct-code/>). Students are responsible for understanding and following the provisions of the CAS Academic Conduct Code. Cases of misconduct must be reported to the Dean's office. All class members are expected to maintain high 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.

**NOTICE OF 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 after the first class to the instructor. After you turn in your letter, please meet with me to discuss the plan for accommodations so that we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services ([access@bu.edu](mailto:access@bu.edu)).

25 Jan: **Introduction to the Course/ Modern Antecedents of Terrorism.** Description of the course. The transnational issues of terrorism, proliferation, organized crime. Counterintelligence, rogue states, failed states as additional issues of national security concern. Organization of the class to consider and analyze major issues in the future. Terrorism in the Modern Period of Western History. How did governments counter terrorism when it arose in the nineteenth and early twentieth centuries? What government measures alleviated terrorist activity and what government measures made terrorism worse? Covert Action is a major component in the government's arsenal against terrorism. What is covert action, who does covert action, what are the laws governing covert action?

READINGS: Carr, pp 1-73.

27 Jan/1 Feb: **Post World War II Terrorism/The Beginnings of Islamic Terrorism:** A description of Covert Action is continued. The causes of terrorism after World War II in Europe. The beginnings of terrorism by religiously inspired Islamic groups. What political measures were undertaken to deter terrorism. What security and intelligence measures were undertaken to counter this terrorism. Hijackings, the PLO, Black September, and other mainly Palestinian groups stage attacks against the West. What caused the resort to violence by these groups? How did governments react to it? How

was security improved? How did intelligence agencies and law enforcement groups penetrate these groups?

READINGS: Carr, pp. 77-290.

3 Feb/8 Feb: **The Intellectual foundations of Islamic Extremism/Usama bin-Ladin and Al-Qaeda:** Where do the ideas for Islamic extremism originate? How can we expect to understand the motivation on a philosophical level? How can governments through intelligence agencies counter and/or deal with these ideas? How was Al-Qaeda formed? What were UBL's motivations and life experiences turning him to violent extremism? What ideas did UBL borrow to justify his political position? What events took place which influenced UBL's thinking? How does intelligence learn what motivates actions by terrorists?

READINGS: Atwan, pp. 15-119 and 219-236. Scheuer, 103-126.

10/16 Feb: **The Aftermath of Afghanistan, the Mujahadin, the Pakistanis, the Saudis, the United States and the Soviet Union/Richard Clarke and the CIA sound the alarm on Al-Qaeda. The Causes of Islamic Extremism/The 9/11 Attack on the World Trade Center and Presidential Executive Orders to the Intelligence Community:** The focus of Al-Qaeda turns against the United States. The victory of U.S. and coalition forces in the First Gulf War result in a stronger U.S. presence in the Middle East. The U.S. now becomes the enemy. After the collapse of the Soviet Union, significant cuts in intelligence collection capabilities are made. Recognizing and analyzing signals of terrorist activity is an art form, listening to them seemingly impossible. There is growing concern in Washington about terrorist capabilities. Resources are made available to CIA to penetrate Al-Qaeda and authorities given to remove Usama bin-Ladin. General consciousness of the terrorist threat is still lacking. What are the reasons for Islamic extremism? How did UBL exploit the resentments of Moslems against their governments? Why is UBL popular in many Islamic countries? Which countries have played a major role in Islamic extremism? What can be done to counter this trend or what are the limitations of what can be done? The attack results in a counterattack against the terrorist safe haven in Afghanistan. CIA is ordered to engage the Northern Alliance to support it against the Taliban. This order was successfully accomplished by trained personnel with limited but potent capabilities.

READINGS: Coll, pp. 240-588. Benjamin/Simon, pp. 134-215, Schroen, pp. 11-84.

17/22 Feb: **JAWBREAKER enters Afghanistan and prepares the way for U.S. military forces/Hezbollah, Hamas, ETA et. al versus Al-Qaeda.** Intelligence training gives Gary Schroen the tools the U.S. government needs to take on the Taliban government and Al-Qaeda in Afghanistan. CIA and other intelligence agencies prepare officers for situations like Afghanistan in which their skills are required. The global versus the specific terrorist organization limited to specific areas. The state sponsors of terrorist organizations and the collection of intelligence on organization, structure and aid to terrorist organizations. The momentum for and against turning a terrorist organization

into a political organization. What does history show when governments are confronted by terrorist organizations supporting a cause.

READINGS: Schroen, pp. 86-244, Carr, 58-108.

24/1 Mar: **Proliferation of Weapons of Mass Destruction.** The A.Q. Khan Network. How A.Q. Khan initiated his program of proliferation of weapons throughout the Islamic world and why he was successful in doing so. The Khan Network expands to North Korean and Libya

READINGS: Corera, pp. 1-126.

3 Mar: **MID-TERM EXAMINATION**

08/10 Mar: **Proliferation of Weapons of Mass Destruction/Transnational Organized Crime.** U.S. and other intelligence agencies begin to accumulate information on the A.Q. Khan network. The determination is made to shut the network down. It takes intelligence and coordination with the policymaker to bring the process to completion. It is only a partial victory. Narcotics and Eastern European Crime syndicates grow with globalization and the collapse of the Soviet Union. Intelligence and law enforcement begin to cooperate to counter organized crime. The formation of networks to enhance the security of the organized crime entity.

READINGS: Corera, pp. 129-251.

10/15 Mar: **Future Intelligence Issues: Climate Change/Water/Energy/Demographics/Terrorism/Proliferation/Food.** A 20 year look ahead perspective on energy, water resources, terrorism, proliferation, food, demographics etc. as issues that are transnational and will affect the United States. Policymakers will need to know and understand these dynamics.

READINGS: "Mapping the Global Future: Report of the National Intelligence Council's 2030 Global Trends" at [www.dni.gov/global/files/documents/global\\_trends\\_2030](http://www.dni.gov/global/files/documents/global_trends_2030). Group presentations of research papers on these future transnational issues.

17/22 Mar: **Future Intelligence Issues: EU, Russia, Ukraine.** A 20 year look ahead perspective on the maturation of the European Union, the European/Global role of Russia and the political development of Ukraine. EU membership for Turkey is no longer an option. Turkey determines to play a new and very active role in the Middle East. Turkey downgrades its relationship with Israel. The future of the EURO: a failure, a competitor to the dollar, a disguise for the Deutschmark? Germany has a new status based on wealth but remains politically weak. What will their influence be? What will happen after

Brexit? Are views about the U.S. in Europe changing after 4 years of the Trump Administration?

READINGS: “Mapping the Global Future” and “2030 Workshop: Russia” in [www.dni.gov/.../global](http://www.dni.gov/.../global) trends. Group presentations of research papers on these issues, noting developments in the relationships by European nations and the EU with the U.S. and other nations.

24/29 Mar/5 Apr: **Future Intelligence Issues: Middle East and Central Asia.** A 20 year perspective on developments in the Middle East. Settlement of the Palestinian-Israeli conflict, energy production, Islamic religious developments, political stability, Iran, Saudi Arabia. Economic development separated from energy production. Power relationships within the Middle East. Growing acceptance by many Middle Eastern states of the state of Israel. The development of the “Arab Spring” in Egypt, in Tunisia, in Syria. How will Middle Eastern countries develop? Can it continue and how should the U.S. react? Relations with Europe, Asia and North America.

READINGS: “Mapping the Global Future” and “Middle East in 2030 Workshop” in [www.dni.gov/global/files/documents/global](http://www.dni.gov/global/files/documents/global) trends\_2030. Group preparations of research papers on these issues, noting developments in this area of the world and how a process of normalization will either occur or be frustrated.

31 Mar: **No Classes**

7/12 Apr: **Future Intelligence Issues: Africa.** A 20 year perspective on developments in Nigeria, South Africa, Kenya, Sudan as major countries in Africa and as major suppliers of raw materials. The problem of failed states. The exploitation of Africa by major powers, especially China.

READINGS: “Mapping the Global Future” and “Africa in 2030 Workshop” in [www.dni.gov/global/files/documents/global](http://www.dni.gov/global/files/documents/global) trends\_2030. Group preparations of research papers on these issues of what the U.S. policymaker needs to know about these regions and continents.

12/14 Apr: **Future Intelligence Issues: Central and South America.** Mexico and Brazil as major regional powers demanding recognition and respect from the U.S. The effect of populism in Brazil. Efforts to break out of dependence on relations with the U.S. Other Latin America countries seeking a voice in regional affairs.

READINGS: “Mapping the Global Future” “Latin America 2030 Seminar” in [www.dni.gov/global/files/documents/global](http://www.dni.gov/global/files/documents/global) trends\_2030 trends. Group preparations of research papers on these issues of what the U.S. policymaker needs to know about these regions and continents.

21/26 Apr: **Future Intelligence Issues: Eastern Asia China, India, Indonesia, Philippines, Pakistan, Japan, Korea.** A 20 year perspective on the increasing

importance of China and India. The development of these two populous nations will need to cross many barriers to achieve normalcy. A perspective on Indonesia, the most populous country in the Islamic world. Developments in Pakistan as to problems and possibilities. Coalitions created to limit the power of China. The never ending Korean crisis and its resolution. Where will Japan go?

READINGS: “Mapping the Global Future” and “Asia in 2030 Workshop” and “Seminar on Asian Responses to US” in [www.dni.gov/global/files/documents/global\\_trends\\_2030](http://www.dni.gov/global/files/documents/global_trends_2030). Group presentations of research papers on these issues, noting developments in shifting world power relationships. Looking at the trends both positively and negatively.

28 Apr: **Intelligence Collection Methods: Humint, Sigint, Imint, Analysis.** The methods used in intelligence collection for presentation to the policy maker.