American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
INTL412
Espionage and Counterespionage
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite: INTL 300 recommended

Table of Contents

Instructor Information

Instructor:
Office Hours: 2 hrs/wk if teaching 2+ courses (1hr/wk for 1 course), and by appointment

Please contact me through the Messages tab in the classroom.

After the class is over, you can reach me at: @mycampus.apus.edu

Course Description (Catalog)

INTL412 Espionage and Counterespionage (3 credit hours)

This course studies the history of intelligence and espionage and reviews ancient espionage techniques, profiles famous agents throughout history, and includes, briefly, intelligence issues such as SIGINT and HUMINT. The bulk of the course concentrates on 20th Century espionage and counterespionage, assessing changes in intelligence collection and priorities and analyzing how technological changes have affected intelligence collection.

Course Scope

INTL 412 provides a broad overview of a variety of INTs, emphasizing HUMINT, and to a lesser degree, SIGINT and IMINT, and a study of the technologies associated, as well as an introduction to the issues currently facing the US intelligence community.

Course Objectives

After successfully completing this course, you will be able to:

CO 1. Describe the early uses of intelligence and have a familiarity with intelligence terminology.

CO 2. Describe how the major combatants in World War I, World War II, and the Cold War used intelligence.

CO 3. Evaluate the effect that the misuse or misunderstanding of intelligence has on decisions.

CO 4. Describe the role that post-World War II intelligence services have played in the worldwide intelligence arena, and demonstrate an awareness of famous agents in history.

CO 5. Assess the effect of technological changes on intelligence collection.

CO 6. Assess current and future trends in espionage against U.S. interests.

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

Course Resources

Required Course Textbooks

Wallace Robert and H. Keith Melton. 2009. *Spycraft: The Secret History of the CIA's Spytechs, from Communism to Al-Qaeda.* Lanham: Plume.

Hayes, John Earl and Harvey Klehr. 2000. *Venona: Decoding Soviet Espionage in America.* **E-Book available in the APUS Online Library.**

- Please visit http://apus.libguides.com/er.php and search by the course number (ex: LITR210) to access your required resources.

The following book is *recommended*:

Turabian, Kate L. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. The University of Chicago Press.

Required Readings

- Peer-reviewed journal articles, book chapters, external websites and other assigned readings are found in the Lessons area of the classroom.

- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

Evaluation Procedures

The course grade is based on the following assessments:

Forum discussions – 25 percent

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates by Sunday at 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Midterm assignment - 35 percent

This assignment is a take-home essay assignment of 6-8 pages to test knowledge and assimilation of the course objectives. The requirements for the midterm assignment are found in the Assignments area of the classroom.

Final assignment – 40 percent

This assignment will be a reflective evaluation of espionage and counterespionage. The requirements for the final assignment are found in the Assignments area of the classroom. This assignment will be 10-12 pages including research and analysis.

Assignments	Percentage
Discussion Forums	25 percent
Midterm Assignment	35 percent
Final Assignment	40 percent
TOTAL	100 percent

8 – Week Course Outline

Week 1: Introduction to Espionage

Learning Outcomes:
CO 1. Describe the early uses of intelligence and have a familiarity with intelligence terminology.

Assignments: Complete all required forums.

Required Readings:

Wallace, Robert and H. Keith Melton. 2009. *Spycraft: The Secret History of the CIA's Spytechs, from Communism to Al-Qaeda.* London: Plume.
Read the Introduction, Chapters 1 and 2. (3-24)

Recommended Optional Material

Fischer, Lynn. "Espionage: Why Does it Happen?" *Security Awareness Bulletin,* Department of Defense Security Institute (DoDSI), Number 1-94 pp. 1-8.

PBS. 2013. "Biography: Allan Pinkerton's Detective Agency." *PBS*. Accessed on December 10, 2015. http://www.pbs.org/wgbh/americanexperience/features/biography/james-agency/

Hitz, Frederick P. 2008. *Why Spy? Espionage in an Age of Uncertainty*. New York: St. Martin's Press.

Kipling, Rudyard. 2005 *Kim.* Minola, NY: Dover Publications, Inc.

Felix, Christopher. 2001. *A Short Course in the Secret War.* 4th ed. Lanham, New York: Madison Books.

Week 2: Espionage and Counter-espionage Development: Pre-WWI to WWII

Learning Outcomes:
CO 1. Describe the early uses of intelligence and have a familiarity with intelligence terminology.
CO 2. Describe how the major combatants in World War I, World War II, and the Cold War used intelligence.

Assignments: Complete all required forums.

Required Readings:

Rafalko, Frank J. ed. "The American Revolution and the Post-Revolutionary Era: A Historical Legacy." In Counter Intelligence Reader: American Revolution to World War II. Vol 1 (National Counterintelligence Center), 1-24, accessed March 11, 2014, http://www.fas.org/irp/ops/ci/docs/ci1/.

Rafalko, Frank J. ed. "The Civil War: Lack of a Centralized Direction" In Counter Intelligence Reader: American Revolution to World War II. Vol 1 (National Counterintelligence Center), 43-62, accessed March 11, 2014, http://www.fas.org/irp/ops/ci/docs/ci1/ch2a.htm.

Rafalko, Frank J. ed. "Post Civil War to World War I" In Counter Intelligence Reader: American Revolution to World War II. Vol 1 (National Counterintelligence Center), 69-83, accessed March 11, 2014, http://www.fas.org/irp/ops/ci/docs/ci1/ch3a.htm.

Rafalko, Frank J. ed. "Post Civil War to World War I" In Counter Intelligence Reader: American Revolution to World War II. Vol 1 (National Counterintelligence Center), 122-141, accessed March 11, 2014, http://www.fas.org/irp/ops/ci/docs/ci1/ch3a.htm.

Rafalko, Frank J. ed. "Magic" In Counter Intelligence Reader: American Revolution to World War II. Vol 2 (National Counterintelligence Center), 115-128, accessed March 11, 2014, http://www.fas.org/irp/ops/ci/docs/ci2/2ch2_a.htm.

Recommended Optional Material

Deigler, Kenneth A. 2014. *Spies, Patriots, and Traitors: American Intelligence in the Revolutionary War.* Georgetown University Press.

Rafalko, Frank J. ed. "Counterintelligence in the Office of Strategic Services" In Counter Intelligence Reader: American Revolution to World War II. Vol 2 (National Counterintelligence Center), 153-181, accessed March 11, 2014, http://www.fas.org/irp/ops/ci/docs/ci2/2ch3_a.htm.

Rafalko, Frank J. ed. "Counterintelligence Between the Wars." In Counter Intelligence Reader: American Revolution to World War II. Vol 1 (National Counterintelligence Center), 143-202.

US Army. 1918. Instructions for Regimental Intelligence Service. Fort Huachuca, AZ.

Schmidt, Regin. 2004. *Red Scare: FBI and the Origins of Anticommunism in the United States, 1919-1943.* University of Copenhagen.

Willoughby, Malcolm F. 1964. *Rum War at Sea*. Washington: Government Printing Office.

United States Army Intelligence Center and School. 1973. *The Evolution of American Military Intelligence* Fort Huachuca, AZ: 31-39, accessed March 11, 2014 https://www.fas.org/irp/agency/army/evolution.pdf

Week 3: Espionage and Counter-espionage Development: WWII into the Cold War Era

Learning Outcomes:
CO 2. Describe how the major combatants in World War I, World War II, and the Cold War used intelligence.
CO 3. Evaluate the effect that the misuse or misunderstanding of intelligence has on decisions.

Assignments: Complete all required forums.

Required Readings:

Hayes, John Earl and Harvey Klehr. 2000. *Venona: Decoding Soviet Espionage in America*. Yale University Press.

Chapters: 1, 4, 7, 10, and 11

Recommended Optional Material

National Security Agency. 2009. "VENONA." Accessed April 22, 2014, http://www.nsa.gov/public_info/declass/venona/.

Wilson Center. "Venona Project and Vassiliev Notebooks Index and Concordance." Cold War International History Project.

Rafalko, Frank J. ed. "Venona" In Counter Intelligence Reader: American Revolution to World War II. Vol 2 (National Counterintelligence Center), accessed March 11, 2014, http://www.fas.org/irp/ops/ci/docs/ci2/2ch4_a.htm.

Madill, Donald L. 2005. "Producing Intelligence from Open Sources." *Military Intelligence* (Oct/Dec): 19-26.

Halpin, Bill. 2005. "Defense HUMINT: Yesterday, Today, and Tomorrow." *Defense Intelligence Journal* 14-1: 63-77

Peterson, David E. 2005. "Surveillance Slips into Cyberspace." *Signal* 59, no. 6 (February): 61-65.

Central Intelligence Agency. 2009. *The Work of a Nation.* Accessed March 11, 2014, https://www.cia.gov/library/publications/resources/the-work-of-a-nation

Margolis, Gabriel. 2013. "Lack of HUMINT: A Recurring Intelligence Problem." *Global Security Studies* 4, no. 2 (Spring): 43-60

Moynihan, Mark F. 2000. "The Scientific Community and Intelligence Collection." *Physics Today* (December): 51-56

Schindler, John R. "A Dangerous Business: The U.S. Navy and National Reconnaissance During the Cold War." Fort Meade, ML: National Security Agency, 1-13.

Week 4: Role of Intelligence in the Cold War

Learning Outcomes:
CO 3. Evaluate the effect that the misuse or misunderstanding of intelligence has on decisions.
CO 4. Describe the role that post-World War II intelligence services have played in the worldwide intelligence arena, and demonstrate an awareness of famous agents in history.

Assignments: Complete all required forums and Mid-Term Assignment Due.

Required Readings:

Richelson, Jeffrey T. 1996. "High Flyin' Spies." *Bulletin of the Atomic Scientists* 52, no 5. (Sept/Oct): 48-54.

Murphy, David E. 1998. "Spies in Berlin: A Hidden Key to the Cold War." *Foreign Affairs* 77, no. 4 (Jul/Aug): 171-178.

Aid, Matthew M. and Cees Wiebes. 2001. "Introduction: The Importance of Signals Intelligence in the Cold War." *Intelligence and National Security* 16, no 1: 1-26.

Carr, Caleb. 1994. "Aldrich Ames and the Conduct of American Intelligence." *World Policy Journal* 11, no. 3 (Fall) 19-28.

Friedman, Uri. 2012. "The Ten Biggest American Intelligence Failures." *Foreign Policy* (January 3). Accessed March 11, 2014 http://www.foreignpolicy.com/articles/2012/1/3/the_ten_biggest_american_ intelligence_failures

Lowenthal, Mark M. 2011. "Major Historical Developments." In *Intelligence: From Secrets to Policy* 18-27.

Recommended Optional Material

Devine, Jack. *Good Hunting: An American Spymaster's Story.* With Vernon Loeb. New York: Sarah Crichton Books.

Heffter, Clyde R. 1995. "A Fresh Look at Collection Requirements." Central Intelligence Agency.

Vandenberg, Hoyt S. 1947. "Lecture at the National War College." Washington, D.C. Accessed March 11, 2014. http://www.foia.cia.gov/sites/default/files/document_conversions/5829/CIA-RDP80R01731R001400140005-1.pdf

Bundy, William P. 1995. "The Guiding of Intelligence Collection." Central Intelligence Agency.

United States Army. 1999. "The Uncertain Oracle: Some Intelligence Failure Revisited." Accessed March 11, 2014 http://huachuca.army.mil/files/History_UncertainOracle.pdf

Week 5: The Role of Intelligence in the Post-Cold War Era

Learning Outcomes:
CO 3. Evaluate the effect that the misuse or misunderstanding of intelligence has on decisions.
CO 4. Describe the role that post-World War II intelligence services have played in the worldwide intelligence arena, and demonstrate an awareness of famous agents in history.

Assignments: Complete all required forums.

Required Readings:

Popkin, Jim. 2013. "Ana Montes did much harm spying for Cuba. Chances are, you haven't heard of her." (April 18) *The Washington Post.* 1-10

Office of the Director of National Intelligence. 2007. "An Overview of the United States Intelligence Community." 1-12

"Law Enforcement, Counterterrorism, and Intelligence Collection in the United States Prior to 9/11." Staff Statement No. 9: 1-12

Crowe, June and Thomas S. Davidson II. 2009. "The 'Grey' Intersection of Open Source Information and Intelligence." 1-19.

US. Govt. 2009. The National Intelligence Strategy of the United States of America. 1-18

Recommended Optional Material

Best, Richard A. Jr. and Alfred Cumming. 2007. "Open Source Intelligence (OSINT): Issues for Congress." *CRS Report for Congress* RL34270 (December) 1-24

Week 6: Spy Technology in WWII and the Cold War

Learning Outcomes:
CO 5. Assess the effect of technological changes on intelligence collection.

Assignments: Complete all required forums.

Required Readings:

Wallace, Robert and H. Keith Melton. 2009. *Spycraft: The Secret History of the CIA's Spytechs, from Communism to Al-Qaeda.* London: Plume. Chapters 3-9

Recommended Optional Material

Gerhard, William D. and Henry W. Millington. 1981. "United States Cryptologic History: Attack on a Sigint Collector, the U.S.S. *Liberty.*" Special Series Crisis Collection 1. National Security Agency.

Boris Pash and Science and Technology Intelligence. *Masters of the Intelligence Art.* 2-9. Accessed April 22, 2014, http://huachuca.army.mil/files/History_MPASH.PDF

George W. Goddard: The Pioneer of Aerial Reconnaissance. *Masters of the Intelligence Art*. 2-8. Accessed April 22, 2014, http://huachuca-www.army.mil/files/History_mgoddard.pdf

Richelson, Jeffrey T. ed. 2001. "Science, Technology and the CIA." National Security Archive. Briefing Book No. 54. 1-30

Week 7: Spy Technology in the Post-Cold War Era

Learning Outcomes:
CO 5. Assess the effect of technological changes on intelligence collection.

Assignments: Complete all required forums and submit final paper.

Required Readings:

Wallace, Robert and H. Keith Melton. 2009. *Spycraft: The Secret History of the CIA's Spytechs, from Communism to Al-Qaeda.* London: Plume. Chapters 19-25, and pages 465-474.

Recommended Optional Material

Bramford, James. 2008. *The Shadow Factory: The Ultra-Secret NSA From 9/11 to the Eavesdropping on America.* New York: Anchor Books.

Week 8: Current and Future Espionage and Counter-Espionage Trends

Learning Outcomes:
CO 6. Assess current and future trends in espionage against U.S. interests.

Assignments: Complete all required forums.

Required Readings:

Defense Security Service. 2013. "Targeting U.S. Technologies: A Trend Analysis of Cleared Industry Reporting." 6-13

Best, Richard A. Jr. 2009. "Intelligence Issues for Congress." Congressional Research Service. RL33539 (September) 1-24.

Clapper, James R. 2013. "Statement for the Record: Worldwide Threat Assessment of the U.S. Intelligence Community." Senate Select Committee on Intelligence. 1-30

Office of the National CounterIntelligence Executive. 2011. *Foreign Spies Stealing US Economic Secrets in CyberSpace.* Report to Congress on Foreign Economic Collection and Industrial Espionage, 2009-2011. 1-11

Recommended Optional Material

Pacepa, Ion Mihai and Ronald J. Rychlak. 2013. *Disinformation: Former Spy Chief Reveals Secret Srategies for Undermining Freedom, Attacking Religion, and Promoting Terrorism.* WND Books.

Prados, John. 2005. "Pentagon Power Play: Turf Wars and Bad Analysis Are Just Two Likely Products of the Disastrous New Intelligence Reform." *Bulletin of the Atomic Scientists* (March/April): 21-23.

Kramer, Lisa A., Richards J. Heuer Jr. and Kent S. Crawford. 2005. "Technological, Social, and Economic Trends That Are Increasing U.S. Vulnerability to Insider Espionage." Defense Personnel Security Research Center. Technical Report 05-10. 1-24.

Dupont, Alan. 2003. "Intelligence for the Twenty-First Century." *Intelligence and National Security* 18, no. 4 (Winter): 15-39.

Pillar, Paul R. 2012. "Think Again: Intelligence." *Foreign Policy* (Jan/Feb).

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations

Citation and Reference Style

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

See http://www.apus.edu/Online-Library/tutorials/chicago.htm. All written submissions should be submitted in Times New Roman 12pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Deductions:

Late forum posts can be penalized up to 5 points per day

Late assignments can be penalized up to 5 points per day

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support

your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.com*: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Turnitin.com

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

Selected Bibliography

Knightley, Phillip. *The Second Oldest Profession: Spies and Spying in the Twentieth Century.* W.W. Norton and Co., 1987.

Penkovsky, Oleg. *The Penkovsky Papers.* Garden City, N.Y., Doubleday & Company, 1965.

Bamford, James. 2008. *The Shadow Factory: The Ultra-Secret NSA from 9/11 to the Eavesdropping on America.* New York: Anchor Books.