**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

**SEMESTER YEAR**

# **GENERAL COURSE INFORMATION**

Course Number: HIST 1475

Course Title: History of the American Intelligence Community

Credit Hours: 3

Prerequisite: None

Division/Discipline: Humanities Division, History Department

Course Description: This course serves as a survey of the United States intelligence community from World War Two to the present. The course will focus on key periods in the development of the modern US intelligence community, (1) the post-World War Two reorganization, (2) the post- Cold War period, and (3) the post-9/11 reforms.

# **CLASSROOM POLICY**

Students and Faculty of Barton County Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College’s educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) should notify Student Support Services.

Please visit the Barton website at <http://www.bartonccc.edu/> for specific college policy and notices concerning: Non-Discrimination, Civil Rights Act of 1964, Family Educational Rights and Privacy Act (FERPA), Sexual Harassment, Substance Abuse, Academic Clemency Policy, and Academic Suspension.

Student grievance procedure:Barton County Community College policy is to secure, at the lowest possible level, equitable solutions to problems which may arise during the conduct of our academic programs. Student academic concerns that cannot be resolved with the course instructor should be directed to [**sullivana@bartonccc.edu**](mailto:sullivana@bartonccc.edu) **(Ange Sullivan Associate Dean of Distance Learning).**

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

This Course is considered a breadth course and fulfills a part of the general education requirement at Barton Community College. It will enable students to analyze how the United States’ Intelligence Community has evolved since World War Two.

This course transfers for credit to many Kansas Regent Universities and may be used to fulfill program requirements.  
  
The transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. It is the student’s responsibility to obtain relevant information from intended transfer institutions to ensure that the courses the student enrolls in are the most appropriate set of courses for the transfer program**.**

# **ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to ascertain how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

This course will allow the student to acquire a better view of the world by recognizing the importance of the US intelligence community. The course focuses on the types of intelligence, the differences between US domestic and international intelligence organizations, how the intelligence community changed after 9/11, and how Congress influences the intelligence community. This provides the student a balanced, integrated perspective on the events and influences that have shaped the US intelligence community. On successful completion of the course the student will be able to think, reason analytically, write, and speak on the history of US intelligence community.

## **Course Outcomes**

I. Differentiate the types of intelligence and how the United States has historically employed them.

II. Comprehend the differences between the US domestic and international intelligence organizations.

III. Compare the US intelligence community pre-9/11 to post-9/11.

IV. Identify the evolution of the role that Congress has traditionally exerted on the intelligence community.

**Student Core and Supplemental Competencies**

1. Differentiate the types of intelligence and how the United States has historically employed them.

a. Identify the various forms of intelligence collection.

b. Describe the role does finished intelligence play in the formulation of U.S. foreign policy.

c. Identify the members of the US intelligence community.

2. Comprehend the differences between the US domestic and international intelligence organizations.

a. Analyze US agencies roles in domestic intelligence.

b. Comprehend the Departmental US agencies roles in foreign intelligence.

3. Demonstrate an understanding of the difference in the US intelligence community pre-9/11 and post-9/11.

a. Explain the significance of the National Security Intelligence Reform Act of 2004.

b. Analyze the role of the Director of National Intelligence.

4. Identify the evolution of the role that Congress has exerted on the intelligence community.

a. Explain the legal mechanisms that congress uses to control the intelligence community.

b. Discuss the various hearings that congress held in the post-Watergate era and how they have affected the intelligence community.

1. **INSTRUCTOR’S EXPECTATIONS OF STUDENTS IN CLASS**

Bartonline distance learning classes are designed in weekly blocks. This concept allows the student to complete the assignments any time during the seven-day block period. Students are expected to complete all required reading, submit completed projects, and participate in required threaded discussions/assignments on a weekly basis. Work that is submitted late (after 2400 MST on the last day of the weekly block, Sunday) may be posted as a score of zero – (F). In the event of technical problems notify [helpdesk@bartonline.org](mailto:helpdesk@bartonline.org) . The help desk has the capability to make on the spot adjustments. The help desk is staffed 24/7. When you send the help desk message copy furnish the instructor at [krakarj@bartonccc.edu](mailto:krakarj@bartonccc.edu) . Courteous participation in class thread discussions is the standard. Disruptive and/or offensive behavior in any medium will not be tolerated.

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

Richelson, Jeffrey. The US Intelligence Community 5th Edition, Boulder CO, Westview Press, 2008.

# **REFERENCES**

Best Jr., Richard A. 2010. “Intelligence Issues for Congress: RL33539.” *Congressional Research Service: Report* 1-25. *International Security & Counter Terrorism Reference Center*, EBSCO*host* .

Best, Richard A, and Alfred Cumming. “Open Source Intelligence (OSINT): Issues for Congress.” Open Source Intelligence (OSINT): Issues for Congress. www.fas.org/sgp/crs/intel/RL34270.pdf.

Central Intelligence Agency. “Intelligence: Human Intelligence-Central Intelligence Agency.” Intelligence-Human Intelligence. https://www.cia.gov/news-information/featured-story-archive/2010-featured-story-archive/intelligence-human-intelligence.html.

Cumming, Alfred. 2010. “Congress as a Consumer of Intelligence Information: R40136.” *Congressional Research Service: Report* 1-11. *International Security & Counter Terrorism Reference Center*, EBSCO*host* .

Daniels, Jessie, “Pre-9/11 Intelligence and the Creation of the Director of National Intelligence”, n.d., http://www.pnsr.org/web/page/924/sectionid/579/pagelevel/3/interior.asp.

*Department of Defense Directive Number 5100.30 December 2, 1971*

Jervis, Robert. “Why Intelligence and Policymakers Clash.” *Political Science Quarterly* 125, no. 2 (Summer2010 2010): 185-204. *Academic Search Premier*, EBSCO*host* .

Kean, Thomas, The Performance of the Intelligence Community (Washington, DC: United States Government, n.d.).

National Commission on Terrorist Attacks Upon the United States. *The 9/11 Commission Report.* New York: W.W. Norton & Company, 2004.

National Security Act of 1947

P.L. 108-458, Sec. 102A.(a)(1)(D) [50 U.S.C. 403-1].

Vickers, Michael G. 2006. Implementing GWOT Strategy: Overcoming Inteteragency Problems. Director of Strategic Studies Centro For Strategic and Budgetary Assessments. (March 15): 3-4. <http://scholar.google.com/scholar?cluster=5239872714347916263&hl=en&as_sdt=0,9>

Snider, Britt. 1997. “Sharing Secrets With Lawmakers: Congress as a User of Intelligence,” *Center For The Study of Intelligence*, Central Intelligence Agency.

Wirtz, James J., and Jon J. Rosenwasser. 2010. “From Combined Arms to Combined Intelligence: Philosophy, Doctrine and Operations.” *Intelligence & National Security* 25, no. 6: 725-743. *International Security & Counter Terrorism Reference Center*, EBSCO*host* .

# **METHODS OF INSTRUCTION AND EVALUATION**

**Class instruction:**Class instruction is comprised of textbook readings, on-line course content, module essays and threaded discussions. Each week of class instruction will require a minimum of six hours work. See the course announcement section of the class (Course Home Link) for detailed information on the due dates for each module. In the eight week course, students complete one module per week. In the sixteen week course, students complete one module per two weeks. The class contains eight total modules.

**Grades:** The grading scale is:

**90%-**100%--A

**80%-**89%--B

**70%-**79%--C

**60%-**69%--D

**<60%-**-F

The course grade is based on threaded discussions, module essay, exams, and webliography assignment. Each evaluation component is weighted as listed below:

The course grade book is setup with 1000 possible points. Evaluated items are weighted as follows:

Exams: The course has four exams worth 100 points per exam = 400 possible points. 40% of your final grade is based on the exams.

Module Essays: The course contains three essay entries worth 100 points per module essay = 300 possible points. 30% of your final grade is based on the module essays.

Threaded Discussions: Class participation is measured by your comments in the “threaded discussion exercises”. Threads must be posted on a weekly basis. Late entries will not be graded. Threads are worth 20 points each. Eight threaded discussions worth 20 points = 160 possible points. 16% of your final grade is based on the threaded discussions.

Webliography Assignment: 10% of your course grade is based on a one-page paper and a “webliography selection” on a topic of your choice. Instructions are contained in Module 5. Topics must be approved by the instructor. Total possible points 100=10% of your final grade.

Academic Integrity Quiz: Located at course home - 20 points = 2%

Bartonline Orientation Quiz: Located at course home - 20 points = 2%

See course announcements (at the course home link) for details on grading of threads and essays.

# **ATTENDANCE REQUIREMENTS**

Class attendance in Barton distance learning classes is measured primarily by student participation in threaded discussion. Submission of weekly assignments and module essay entries are additional methods to evaluate class attendance. Timely submission of assignments and participation in discussions will be a major factor in your final course grade. Weekly participation in threaded discussion and Module essay entries is expected. Post entries often and early. Work that is submitted late (after 2400 MST on the last day of the weekly block) may not be evaluated. In the event of technical problems or natural disaster notify [helpdesk@bartonline.org](mailto:helpdesk@bartonline.org) The helpdesk has the capability to make on the spot adjustments. The helpdesk is staffed 24/7. When you send the helpdesk message copy furnish the instructor at [krakarj@bartonccc.edu](mailto:krakarj@bartonccc.edu) .   
If you plan on dropping the class, use the drop/add link that is located on the left side of your bartonline home page. Please review the drop/add dates and refund policy that is contained in the academic calendar portion of the bartonline.org web site.

1. **COURSE OUTLINE**

This course serves as a survey of the United States Intelligence community from the founding of the country to present day. The course will focus on key periods in the development of the modern US Intelligence Community: post-World War Two reorganization, the post-cold war period, and the post-9/11 reforms.

**Lesson 1- Overview of Intelligence and the US Intelligence Community**

1. Scope: Study the basic concepts of intelligence: the terminology, and the elements. The Intelligence Community (IC) is made up of civilian and military members. The members have specific roles and missions, which must work, in concert and not at cross-purposes.

2. Objectives:

(a) Identify various forms of intelligence collection.

(b) Define what constitutes an intelligence product.

(c) Explain what role finished intelligence plays in the formulation of U.S. foreign policy.

(d) Identify the members of the intelligence community.

3. Required Readings:

The U S Intelligence Community, chapter 1.

Thoroughly review [www.intelligence.gov](http://www.intelligence.gov)

Jervis, Robert. “Why Intelligence and Policymakers Clash.”

4. Overview: This unit explores and examines fundamental principles of intelligence and the organization of the US Intelligence Community.

5. Supplemental Reading: “From Combined Arms to Combined Intelligence: Philosophy, Doctrine and Operations.”

6. Assignments:

Academic Integrity Quiz

Bartonline Orientation Quiz

Threaded Discussion: Student introductions.

**Lesson 2- History of US domestic intelligence**

1. Scope: This week we will cover the major homeland intelligence agencies (also known as the domestic intelligence agencies): DHS, FBI, and DEA. In addition, we will discuss the FBI’s role as in counter-intelligence.

2. Objectives:

(a) Define the DHS’s role in homeland security intelligence.

(b) Identify the DEA’s role.

(c) Analyze the FBI’s role in domestic intelligence.

(d) Distinguish where does the FBI begin and CIA end in conducting counter-intelligence operations.

3. Required Reading:

U.S. Intelligence Community, chapter 6.

4. Overview: This lesson is presented as a series of readings on homeland security intelligence and the major agencies involved in this area – DHS, FBI and DEA. We will also discuss the growth of non-federal intelligence organizations, state and local fusion centers, and the Information Sharing Environment

5. Supplemental Readings: “Intelligence Issues for Congress: RL33539.”

6. Assignments:

Exam 1: Multiple Choice, 20 questions covering lessons 1 and 2.

Threaded Discussion: In your mind what is the most important part of homeland security intelligence and why?

**Lesson 3- History of US foreign intelligence to 1947**

1. Scope: Cover the US pre-World War Two intelligence apparatus and their evolution into the OSS, and several other intelligence structures that still exist today.

2. Objectives:

1. Analyze the US intelligence experience before World War Two.
2. Analyze the US intelligence experience in World War Two.
3. Discuss how the OSS directly set conditions for the formation of the CIA

3. Required Readings:

National Security Act of 1947

4. Overview: The United States entered World War Two with limited formal intelligence organizations. The wartime experience of the the US intelligence establishment directly influenced the National Security Act of 1947.

5. Supplemental Reading: Read the Mission and History of DoD Intelligence Oversight at www.dod.mil/atsdio.

6. Assignments:

Module Essay 1: How does the National Security Act of 1947 still influence the US intelligence community?

Threaded Discussion: What was the most important part of the National Security Act of 1947?

**Lesson 4- Establishment and history of the CIA**

1. Scope: The Central Intelligence Agency is the senior intelligence organization in the community. Previously, the Director of Central Intelligence (DCI) was the Director of the CIA, and head of the US intelligence community. Now the DCI is only the Director, CIA, and the Director of National Intelligence (DNI) is the head of the US intelligence community.

2. Objectives:

(a) Identify the major components of the CIA.

(b) Define the role has the CIA’s Director played in supporting the President and other cabinet officers.

(c) Analyze the legal limitations on covert action in the support of U.S. goals and objectives.

(d) Analyze some of the major errors committed by the CIA in past decades.

3. Required Readings:

U.S. Intelligence Community, chapters 2 (pages 15-30), 11, 15, 16.

Thoroughly review [www.cia.gov](http://www.cia.gov)

4. Overview: This unit focuses on the Central Intelligence Agency, the primary civilian intelligence organization in the United States Intelligence Community

5. Supplemental Readings: Studies in Intelligence and the CIA FOIA Reading Room available on the www.cia.gov website.

6. Assignments:

Exam 2: Multiple Choice, 20 questions covering lessons 3 and 4.

Threaded Discussion: What vestiges of the OSS are still visible in the CIA today?

Submit Webliography topic to instructor.

**Lesson 5- Department of Defense Intelligence activities**

1. Scope: The role of the Department of Defense (DOD) in intelligence from the battlefield to national policy is examined. The role of the Department of Defense Intelligence organizations is continued by examining the missions of the National Security Agency (NSA), the National Reconnaissance Office (NRO), and the National Geo-Spatial Agency (NGA).

2. Objectives:

(a) Define the role of Defense Intelligence Agency (DIA) in managing DOD intelligence operations.

(b) Differentiate between the roles of service intelligence organizations, from tactical to strategic, play in supporting both DOD and the overall intelligence requirements.

(c) Distinguish the roles of the NSA as a combat support agency, while it simultaneously supports US foreign policy.

(d) Analyze the roles and responsibilities of the NRO and NGA.

3. Required Readings:

U.S. Intelligence Community, chapters 3, 4, 5, 7, 8, 9.

Read the “Mission, Vision, and Values” at the DIA webpage ([www.dia.mil](http://www.dia.mil)).

4. Overview: This lesson examines the depth and breadth of the Department of Defense components of the IC, the effect of budgeting and tasking through the DNI which can be at odds with centralized tasking and funding and requirements.

5. Supplemental Readings:

Read “About NSA” at www.nsa.gov.

Read about the NRO, “Overview, Visions, and Missions at www.nro.gov.

Read the facts about the NGA at www.nga.mil.

6. Assignments:

Module Essay 2: How does US World War Two cryptological success still influence the intelligence community today?

Threaded Discussion: In your opinion, which of the DoD agencies is the most useful in today’s national security environment?

**Lesson 6: The Departmental Agencies of the US Intelligence Community**

1. Scope: The other members of the community have specific intelligences and functions that in many cases overlap the various agencies.

2. Objectives:

(a) Analyze the roles and missions of the minor intelligence community members.

(b) Define how the minor intelligence community members fit into the overall intelligence picture for foreign intelligence.

3. Required Reading:

U.S. Intelligence Community, chapters 5 (review), 13, 14, 15.

4. Overview: This lesson introduces a number of lesser known, but critical, components of the United States intelligence community. These organizations deal with international finance, currency issues, nuclear technology, diplomacy, etc.

5. Supplemental Reading: Read the U.S. Intelligence Community webpage (www.intelligence.gov).

6. Assignments:

Exam 3: Multiple Choice, 20 questions covering lessons 5 and 6.

Threaded Discussion: How does the current threat environment strengthen the role of the lesser known intelligence components? Focus on one specific organization of your choice.

**Lesson 7- 9/11 and US intelligence restructuring**

1. Scope: The events of 9/11 led to a major restructuring of the US intelligence community including

2. Objectives:

(a) Define how the role of the DCI evolved under Executive Order 12333.

(b) Analyze the strategic goals and objectives of the DHS.

(d) Discuss the key provisions of the Intelligence Reform Act of 2004.

1. Required Readings:

The 9/11 Commission Report.

“Pre-9/11 Intelligence and the Creation of the Director of National Intelligence”

4. Overview: This lesson introduces a number of lesser known, but critical, components of the United States intelligence community. These organizations deal with international finance, currency issues, nuclear technology, diplomacy, etc.

5. Supplemental Reading: Implementing GWOT Reform

6. Assignments:

Module Essay 3: How has the role of the Director of National Intelligence evolved?

Threaded Discussion: How has the role of the DCI change since 2004?

Webliography due

**Lesson 8- Role of Congress in the US intelligence community**

1. Scope: Congress has had varying degrees of involvement with the US intelligence community. This lesson will look at what is the legal basis for this involvement as well as the practical outcomes from congressional hearings about intelligence.

2. Objectives:

(a) Explain the legal mechanisms that congress uses to control the intelligence community.

(b) Discuss the various hearings that congress held in the post-Watergate era and how they have affected the Intelligence Community.

3. Required Readings:

“Congress as a Consumer of Intelligence Information: R40136”

“Intelligence Issues for Congress: RL 33539”

4. Overview: This lesson introduces the official and unofficial role that Congress fulfills regarding the intelligence community.

5. Supplemental Reading: “Sharing Secrets with Lawmakers: Congress as a User of Intelligence”

6. Assignments

Exam 4: Multiple choice, 20 questions covering lessons 7 and 8.

End of course critique