FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION:

This course explores Intelligence Operations with special focus on Human Intelligence, Covert Action and Counterintelligence. Topics include definitions and problems of Intelligence Operations; various aspects of Intelligence Operations; and significant past, present and future events, operations and implications involving related national and international security issues. This course also examines international intelligence and security services. The course probes significant past, present and future events, operations and implications involving international intelligence services.

III. DISABLED STUDENT SERVICES:
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please
contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTBOOKS:


RECOMMENDED COURSE BOOKS:

The U.S. Intelligence Community, Richelson
Strategic Intelligence: Windows into a Secret World, Johnson and Wirtz
Intelligence: From Secrets to Policy, Lowenthal
Paradoxes of Strategic Intelligence, Betts and Manhken
Strategic Intelligence for American National Security, Berkowitz and Goodman
The Ultimate Spy Book, Melton
Intelligence Warfare, Kennedy
Espionage: Spies and Secrets, Bennett
Espionage: The Greatest Spy Operations of the 20th Century, Volkman
A Century of Spies: Intelligence in the Twentieth Century, Richelson
The CIA's Black Ops, Nutter

RECOMMENDED WEB SITES:

World Intelligence and Security Agencies, Federation of American Scientists, Intelligence Resource Program, www.fas.org/irp/
The Literature of Intelligence: A Bibliography of Materials, with Essays, Reviews and Comments, http://intellit.muskingum.edu/

HANDOUT READINGS (shorter articles, TBA)

V. BEHAVIORAL OBJECTIVES (and COMPETENCIES)

Students successfully completing this course on intelligence operations are expected to be conversant with the theory, concepts, methods and terminology associated with Intelligence Operations. The course will specifically focus on Human Intelligence, Covert Action and Counterintelligence in an international, strategic context. Students will learn and analyze the relationships between intelligence and decision-making (including national policy formulation), as well as the links between intelligence operations and intelligence analysis. The intent of the
course is to prepare serious, aspiring professionals pursuing careers in the national and international security and intelligence communities.

**STUDENT OUTCOMES:** Students who complete this course will

**Program Outcome: 1** Part I: **Writing Skills:** Pt. I Following Directions:
1. Introduction:
2. Conclusion:
3. Supporting evidence in the body
4. Paraphrasing
5. Citations

**Program Outcome: 1** Part II **Writing Skills Part II:** Use of Historical Sources based on availability
1. Use of Primary Sources
2. Use of Secondary Sources
3. Use of Internet Sources
4. Use of Journal Sources

**Program Outcome: 2** **Apply Latest Technology to Research**
1. Use of Internet for Research

**Program Learning Outcome 3:** The student will be able to function in an intelligence-related capacity with a deep understanding of the role of intelligence operations in supporting decision-making.

**Course Outcomes:**
- Demonstrate the comprehension of the scope and complexity of Intelligence Operations;
- **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.
- Describe the framework of Intelligence Operations within the context of international security; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.
- Apply the principles of Intelligence Operations; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.
- Evaluate, with a theoretical and practical approach, the historical and current issues of Intelligence Operations; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.
- Analyze problems and challenges with Intelligence Operations in an effort to improve capacity in developing effective resolution strategies and solutions; **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.
- Argue the roles of ethics, morality and human rights in the study of Intelligence Operations; **FSU Core SLOs:** Communications Skills 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.
- **FSU Core SLOs:** Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.
Demonstrate an interest in exploring Intelligence Operations as a professional and career opportunity: **FSU Core SLOs**: Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I: Critical Thinking 2.1-2.9; Ethics & Civic Engagement 6.1, 6.2, 6.6, 6.7.

**EVALUATION CRITERIA/GRADING SCALE:**

**A. Course Requirements**

Grades will be based on examinations and quizzes, four writing assignments, oral presentations, and class participation.

**EXAMS and quizzes** will be based on material presented both in class and in the required reading. The format of the exams will be essay questions.

**WRITING ASSIGNMENTS:** Guidance TBA

**B. VALUE OF EACH ASSIGNMENT**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams/quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>60</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**NOTE:** YOU SHOULD NEVER MISS A SCHEDULED EXAM. UNLESS THE ABSENCE IS EXCUSED WITH PROPER DOCUMENTATION, THE MAKE-UP EXAM GRADE WILL BE REDUCED BY ONE LETTER GRADE AS A PENALTY FOR ABSENCE. MAKE-UP EXAMS ARE AT THE SOLE DISCRETION OF THE INSTRUCTOR.

**C. SPECIAL NOTE ON ACADEMIC HONESTY:**

Students should be aware that a university is a community of scholars committed to the discovery and dissemination of knowledge and truth. Without the freedom to investigate all materials, scrupulous honesty in reporting findings, and proper acknowledgment of credit, such a community cannot survive. Students are expected to adhere to the highest traditions of scholarship. Any infractions of these traditions, such as plagiarism, are not tolerated. Though we do not anticipate any such occurrence, for the record, misrepresenting someone else’s words or ideas as one’s own, constitutes plagiarism. In cases where plagiarism occurs, the instructor has the right to penalize the student(s) as he or she thinks appropriate. One guideline holds that the first offence = failure of the assignment; the second offence = failure of the course.

WHAT THIS MEANS IS THAT WHEN WRITING
D. GRADES AND THEIR NUMERICAL EQUIVALENCY

<table>
<thead>
<tr>
<th>Numerical Limits</th>
<th>Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 and above</td>
<td>A</td>
</tr>
<tr>
<td>83 _ 91</td>
<td>B</td>
</tr>
<tr>
<td>73 _ 82</td>
<td>C</td>
</tr>
<tr>
<td>64 _ 72</td>
<td>D</td>
</tr>
<tr>
<td>63 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

E. INSTRUCTOR POLICIES

1. TURNITIN

   Required papers will be turned in to the Turnitin site on the Blackboard Assignments page by midnight of the assigned due date.

   a. If the assignment is late then **SUBTRACT ONE LETTER GRADE**
   b. **PLAGIARISM:** Instructor discretion based on more than 20 percent of text plagiarized—**TURNITIN** shows you how much you have copied from other sources and you can revise (paraphrase) that text until midnight of the due date.

2. MAKE-UP WORK

   a. **EXAMS:**

      i. Unless the absence is excused with proper documentation, the make-up exam grade will be reduced by one letter grade as a penalty for absence.
      ii. Make-up exams are at the sole discretion of the instructor.
      iii. Missed exams caused by an absence must be made up **WITHIN ONE WEEK** unless illness or emergency necessitates a longer absence from school.

   b. No make-up work will be accepted the last week of classes.

3. EXTRA CREDIT will not be granted.

5. INCOMPLETES: As a rule, I do not give an incomplete. If you choose not to complete the class please formally withdraw from it.

VI: FACULTY EXPECTATIONS

A: The instructor respects all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:
B. **Students are responsible** for material covered and due dates for assignments regardless of absence.

C. **Students are expected** to complete all the assigned readings before coming to class so that they can participate in class discussion or be able to ask questions for clarification.

D. **Attendance and Punctuality:** Students are expected to attend class. IF you are late, please try to enter unobtrusively while taking your seat. I would prefer you come late than be absent.

E. **Class Participation:** The participation portion of the grade is based on both attendance and participation in class discussions.

F. In class discussions, the student must be respectful of the opinions of their peers even though they disagree—agree to disagree.

G. **Students should limit distractions in the classroom setting by**
   1. Students should turn off pages and cell phones (at least set cell phones to vibrate).
   2. Students should not use profanity
   3. Students should not pass notes or hold personal conversations during the class discussion.

H. **Consequences for Failing to Meet Behavioral Expectations:**
   1. First offense: a private discussion
   2. Multiple offenses: a report to the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

**VII. ACADEMIC SUPPORT RESOURCES** – Site any academic support resources available in this class. Use of SI, Smarthinking, Criterion, University College Learning Center

**VIII. LECTURE/DISCUSSION TOPICS AND READING ASSIGNMENTS** (Writing Assignments TBA):

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>One / 7 Jan</td>
<td>Introduction</td>
</tr>
</tbody>
</table>
| Two / 14 Jan| Introduction to Intelligence Operations  
Shulsky and Schmitt, *Silent Warfare*, Ch 1, What is Intelligence? |
<p>| Three / 21 Jan | Human Intelligence / Godson, <em>Dirty Tricks or Trump Cards</em>, Ch. 1, Neglected Elements in American Intelligence |
| Four / 28 Jan | Human Intelligence / Shulsky and Schmitt, <em>Silent Warfare</em>, Ch 2, Spies, Machines, and Libraries |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five / 4 Feb</td>
<td>HUMINT Profile Briefings</td>
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<tr>
<td>Six / 11 Feb</td>
<td>Covert Action / Godson, <em>Dirty Tricks or Trump Cards</em>. Ch. 2, Steps and Missteps: Covert Action Since 1945</td>
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</tr>
<tr>
<td>Seven / 18 Feb</td>
<td>Covert Action / Godson, <em>Dirty Tricks or Trump Cards</em>. Ch. 4, Handmaiden of Policy: Principles of Covert Action</td>
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<tr>
<td>Eight / 25 Feb</td>
<td>Covert Action / Shulsky and Schmitt, <em>Silent Warfare</em>. Ch 4, Working Behind the Scenes: Covert Action</td>
<td></td>
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<tr>
<td>2-8 Mar</td>
<td>Mid-term Break</td>
<td></td>
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<tr>
<td>Nine / 11 Mar</td>
<td>Counterintelligence / Godson, <em>Dirty Tricks or Trump Cards</em>. Ch. 3, Building and Re-buildings: Counterintelligence since World War II</td>
<td></td>
</tr>
<tr>
<td>Ten / 18 Mar</td>
<td>Counterintelligence / Shulsky and Schmitt, <em>Silent Warfare</em>. Ch 5, Spy Versus Spy: Counterintelligence</td>
<td></td>
</tr>
<tr>
<td>Eleven / 25 Mar</td>
<td>Counterintelligence / Godson, <em>Dirty Tricks or Trump Cards</em>. Ch. 5, Offensive Defensive: Principles of Counterintelligence</td>
<td></td>
</tr>
<tr>
<td>Twelve / 1 Apr</td>
<td>Future Directions / Godson, <em>Dirty Tricks or Trump Cards</em>. Ch. 6, In Pursuit of Effective Intelligence</td>
<td></td>
</tr>
<tr>
<td>Thirteen / 8 Apr</td>
<td>Country Intelligence Services Assessment</td>
<td></td>
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<tr>
<td>Fourteen / 10 Apr</td>
<td>Country Intelligence Services Assessment</td>
<td></td>
</tr>
<tr>
<td>Fifteen / 17 Apr</td>
<td>Country Intelligence Services Assessment</td>
<td></td>
</tr>
<tr>
<td>Sixteen / 3 Dec</td>
<td>Final Examination</td>
<td></td>
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</tbody>
</table>