

Seton Hall University

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Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2024

DIPL 3460 Intelligence Studies

Brendan J. Balestrieri Ph.D.

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DIPL3460 Intelligence Studies
School of Diplomacy & International Relations, Seton Hall University
Thursdays, 5:00 – 7:30 pm, Muscarelle Hall 205

Professor: Brendan J. Balestrieri

Email: brendan.balestrieri@shu.edu

Student Hours: Tuesdays, 11:00 – 2:30p, McQuaid 105

Course Description:

This course examines the history, institutions, people, and processes of intelligence as a critical element of national and international security. Using case studies, it will also look at some of the key intelligence missions, such as strategic warning, counterterrorism, counter proliferation, and counterinsurgency. This course will also look at the reorganization of the intelligence community after 9/11 and how great power rivalry is influencing changes to intelligence. Lectures are important and will include a discussion period in each session as well as extensive use of case studies.

Course Objectives:

The purpose of this course is to provide students with the skills to think critically about intelligence and security issues and develop products and briefings that are accurate, insightful, relevant and timely through exposure to “best practices”. Students will also learn the skills necessary to write and brief senior government officials. At the culmination of this course, students should be able to:

1. Enhance their knowledge of the intelligence process and various components of the Intelligence Community.
2. Demonstrate how intelligence enterprise contributes to the policymaking process
3. Understand the role of intelligence in historical and current international security situations
4. Demonstrate a working knowledge of the role of intelligence, the intelligence community, technology, and the institutions in addressing security challenges facing the United States.
5. Analyze the factors, events, and changing nature of the threat that influenced United States intelligence and national security.
6. Understand how modern technology influences intelligence and consider how future developments in this realm may affect the intelligence community and process.
7. Develop the skills necessary to write concisely, clearly, and analytically about sensitive and complex intelligence and national security issues.
8. Understand the core elements of the “Intelligence Cycle” and specifically the process of effective intelligence analysis.
9. Develop the skills to conduct oral briefings on sensitive and complex intelligence and national security issues with confidence.

Required Readings

Two books will be used in this class:

1/ Carl J. Jensen, III, David H. McElreath, Melissa Graves, *Introduction to Intelligence Studies*, 3rd Edition; (Routledge, 2022) ISBN-9781003149569 (abbreviated as “Jensen”)

2/ Sarah Miller Beebe, Randolph Pherson, *Cases in Intelligence Analysis: Structured Analytic Techniques in Action*, 2nd Edition; (CQ Press, 2014) ISBN: 9781483340166 (abbreviated as “Beebe”)

Required Movies

1. *The Good Shepard*, Directed by Robert De Niro, 2006
2. *Tinker Tailor Soldier Spy*, Directed by Tomas Alfredson, 2011
3. *Bridge of Spies*, Directed by Steven Spielberg, 2015

Optional (But highly recommended):

4. *The Lives of Others*, Directed by Florian Henckel von Donnersmark, 2007
5. *Fair Game*, Directed by Doug Liman, 2010

Additional assigned readings, online articles are available on the class Canvas site and links are embedded in the Syllabus.

Grading Point System:

Case Study Essay 1	15%
Case Study Essay 2	15%
Threat Brief	20%
Final Paper	30%
Attendance/Participation	20%

Grading Scale:

A>=94	A->=90	B+>=87	B>=84	B->=80	C+>=77
C>=74	C->=70	D+>=67	D>=64	D->+60	F<=59

Overall Requirements

Attendance:

Attendance and participation are directly related to successful performance both in school and in the workplace. You must attend class (attendance is taken, and participation noted at each class session). Be prepared to contribute to discussions (in class and online) and complete assignments. Aside from regular academic performance, each unexcused absence drops your participation grade a ½ grade (i.e.: The B grade of a participating student becomes a B- with one unexcused absence, a C+ with two, etc.). After four unexcused absences you can receive a failing grade. Lateness will also seriously impact your grade. Every two unexcused “late” equals one absence. This is NOT a question of rushing to class and creating an unsafe situation, it is a matter of planning for the classes you registered for.

Class Assignments:

All class assignments will require you to demonstrate an understanding of key intelligence concepts and to use those to analyze case studies or current security and intelligence issues. Readings will be assessed through your class participation and strategic understanding – as evidenced in the quality of your assignments and in-class/online comments. Readings and discussion of those readings are vital to your understanding of the subject area and, hence, to your grade.

Late assignments are docked 10% for each 24 hours following the submission deadline.

Case Study Essays:

You are required to write 2 case study essays. Each answer will be 800-1100 words. Your essay should have an introduction that clearly identifies an aspect of intelligence that you think applies to the case study, a body that reinforces your argument, and a conclusion.

These two cases studies are Beebe and Pherson Book:

1. Case Study Essay #1: Chapter 3, Cyber H2O (**Due Week 7 - 02/29**)
2. Case Study Essay #2: Chapter 6, The Road to Tarin Kowt (**Due Week 10 – 04/04**).

Final Paper

The scope of the final paper is the content of the course. Using evidence from the class and your own research, answer one of the following prompts:

1. "Since 1945, the United States Intelligence Community has been successful/unsuccessful in helping the United States achieve its national policy objectives." Defend your choice.
2. "Over the coming decade, technology will increase / decrease the importance of human intelligence (HUMINT)." Defend your choice.

You may choose to focus on history, methods, institutions, events, techniques, role of technology, or some combination of those and other topics related to the intelligence community.

Topics: Thesis statements due **NLT 1800 on 09 February 2024**. This will be an email sent to me. No attachments. No more than 150 words.

Final Paper due 29 April 2024

The final paper must be at least ten full pages of content in length with normal 1-inch margins and abide by Chicago Manual Style of citation (author, name, bibliography). A minimum of 5 scholarly sources must be researched and cited in the paper (peer-reviewed, scholarly journals, etc.). Agency web sites, newspaper articles, and government reports **do not count** towards the five sources but may be used. The Final Paper will account for 30% of your grade.

Late assignments are docked 10% for each 24 hours following the submission deadline.

Threat Brief:

Students must prepare a short brief (no more than 5-7 minutes in length) briefing an audience on a contemporary security threat. The brief is intended to simulate the experience of briefing for government and as such, great attention is paid to the clarity, conciseness, and professionalism of students' PowerPoints and oral presentation of the material.

Your presentation will be no longer than 4 slides and you will have 5-7 minutes to present.

Threat Brief will be presented in class on Thursday, 02 & 09 May. Powerpoint slides need to be uploaded to MSTeams by Wednesday, 01 May.

“Be Brief, Be Brilliant, Be Gone!”

- Write up your notes prior to your briefing.
- Avoid getting “in the weeds”. For each piece of information you provide, make sure you can articulate why your decision maker needs to know.
- Rehearse your briefing. Reading over your notes is not a reliable test to see if your briefing will be effective. Rehearse your briefing in as realistic conditions as possible. Stick to a three minute time limit, use your notes, have someone listen and ask questions. Recording yourself and listening to your briefing is one of the best ways to identify areas of improvement.
- Speak clearly, concisely and accurately. Some issues or cases can get very complex. Avoid terms like “they said,” “the guy,” etc. unless it is very clear who you are talking about.
- Expect questions. Decision makers are likely to ask detailed questions about your topic. Make sure that you are prepared to provide the appropriate answers. If you do not know the answer, say so—do not try to BS your way through!
- Don’t read your notes or slides. Your notes should provide you cues instead of a script. Your audience will know if you're reading and it will appear you aren't familiar with the content of your presentation. One way to guard against reading your presentation is to write your notes in bullet points containing the key information you want to convey.
- Slow down. Nervous and inexperienced speakers tend to talk way too fast. Take a breath.
- Make eye contact. Your audience will usually give you feedback through their body language and you'll be able to determine if you're speaking at the appropriate pace, need to pause for questions or if you can move on to your next point.
- Project Your Voice. Make sure you can be heard (volume) and understood (clarity).
- Don’t Apologize for your presentation. Don't apologize for being nervous or for your presentation. Remember, YOU are the subject matter expert and people have come to see you. By apologizing for what you are saying or the way you say it, you are basically telling the audience they've wasted their time. You should apologize when you've done something wrong or said something inaccurate.

- Brief like it is a “real” briefing. Have you identified the target audience for your briefing to be the President of the United States? The CENTCOM Commander? A governor? Your appearance and presentation should reflect that.

Ethics/Conduct:

SHU represents a community of scholars composed of faculty, students and staff who hold the pursuit of learning in the highest regard. Adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning is paramount. This class abides by SHU’s academic standards. See University and School standards for academic conduct here:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Academic Integrity & Dishonesty

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<https://www.shu.edu/documents/Student-Code-of-Conduct.pdf>

and <https://www.shu.edu/diplomacy/academic-conduct.cfm>.

Resources for academic integrity are on the course Blackboard [or Canvas] page.

Use of Artificial Intelligence

Students may use AI tools as a learning support, or as a resource (e.g., to generate ideas from the literature, brainstorm, prepare a draft outline), but may not use AI tools to generate a final product. If you use AI tools, you are required to also include a report on what/how AI was used. This is in addition to citing any AI generated content.

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Unless otherwise noted by the instructor, all assignments submitted must be your own. Contributions from anyone or anything else- including AI tools, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation. Any plagiarism or other form of cheating will be dealt with severely under relevant Seton Hall policies.

Citation Formats

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Canvas page.

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>.

CLASS SCHEDULE

Week #	Week(s) of:	Assigned Reading Text & Readings:	Assignments, Participation Opportunities
1	01/18	Welcome & Orientation By the end of the class, students should be able to: <ol style="list-style-type: none"> 1. Introductions 2. Understand the course organization and student requirements. 3. Review of Sarah Beebe and Randolph Pherson Book and expectations for coming to class prepared to discuss the case studies Joshua Rovner, Intelligence and War: Does Secrecy Still Matter? <i>War on the Rocks</i> , 23 May 2022.	
2	01/25	Overview of Intelligence <ul style="list-style-type: none"> - Jenson, Chapter 1, <i>An Overview of Intelligence</i> (18 pages) and Chapter 2, <i>History of Intelligence in the United States</i> (50 pages). 	
3	02/01	Intelligence Then and Now <ul style="list-style-type: none"> - Jenson, Chapter 3, <i>The IC Today</i> (32 pages) - Michael Warner, The CIA's Internal Probe of the Bay of Pigs Affair, <i>Studies in Intelligence</i> Winter (1998-1999) <u>Watch:</u> James Lindsay, Lessons Learned: Bay of Pigs Invasion , Council on Foreign Relations, 17 April 2012 <u>Watch:</u> <i>The Good Shepherd</i> , 2006, Robert De Niro (Note: Graphic Film)	
4	02/08	Constitutional Mandates <ul style="list-style-type: none"> - Jenson, Chapter 10, <i>Constitutional Mandates – Overview of Executive, Legislative, and Judicial Roles</i> (28 pages) - Visit Intel.gov, Our Values, Mission Case Study: Beebe, Introduction and Chapter 11, <i>The DC Sniper</i> (18 pages)	Thesis statements due NLT 1800 on 09 February 2024. This will be an email sent to me. No attachments. No more than 150 words.
5	02/15	Collection & Barriers to Analysis <ul style="list-style-type: none"> - Jenson, Chapter 4, <i>Collection</i> (32 pages) and Chapter 5, <i>Barriers to Analysis</i> (26 pages) - Joseph Gartin, The Future of Analysis, <i>Studies in Intelligence</i>, 	

		Vol 63, No. 2 <u>Case Study:</u> Beebe, Chapter 1, Who Poisoned Karinna Moskalenko? (20 pages)	
6	02/22	Analytical Methods & The Intelligence Cycle <ul style="list-style-type: none"> - Jenson, Chapter 6, Analytical Methods (24 pages) and Chapter 7, Putting it All together: The Intelligence Cycle (14 pages) - US Government, A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis, March 2009 <u>Case Study:</u> Beebe, Chapter 4, Is Wen Ho Lee A Spy? (22 pages)	Email Professor subject of your threat brief and why you selected it.
7	02/29	Cyber, AI and Intelligence <u>Case Study:</u> Beebe, Chapter 3, Cyber H2O (17 pages)	Possible Visiting Professor / Guest Speaker Case Study Essay #1 Due
	03/07	SPRING BREAK	
8	03/14	Counterintelligence <ul style="list-style-type: none"> - Jenson, Chapter 8, Counterintelligence (22 pages) and Chapter 9, Covert Operations (18 pages) <u>Watch:</u> Tinker Tailor Soldier Spy, Directed by Tomas Alfredson, 2011	In Class Assignment: Provide a 500 word report that identifies at least one element of counterintelligence that are covered in the movie and email to me NLT 1700 on 3/15. This will count as class participation grade.
9	03/21	Writing and Briefing in the Intelligence Community <ul style="list-style-type: none"> - Jenson, Chapter 11, Writing and Briefing for the Intelligence Community (26 pages) <u>Case Study:</u> Beebe, Chapter 13, Understanding Revolutionary Organization 17 November (18 pages).	
	03/28	NO CLASS (Good Friday)	
10	04/04	Military Intelligence <ul style="list-style-type: none"> - Jenson, Chapter 12, Military Intelligence (18 pages) <u>Case Study:</u> <ul style="list-style-type: none"> - Colonel Melin, Remembering a Road: How One U.S. Development Project Provides Insight into America's Complicated Legacy in Afghanistan, <i>Studies in Conflict & Terrorism</i> 	Case Study Essay #2 Due

		- Beebe, Chapter 6, The Road to Tarin Kowt (17 pages)	
11	04/11	Criminal Intelligence and Crime Analysis - Jenson, Chapter 13, Criminal Intelligence and Crime Analysis (22 pages) <u>Case Study:</u> - Beebe, Who murdered Jonathan Luna, Chapter 7 (19 pages)	
12	04/18	Threats and Challenges for the 21st Century - Jenson, Chapter 14, Threats and Challenges for the 21 st Century (34 pages) - Calder Walton, The New Spy Wars: How China and Russia Use Intelligence Agencies to Undermine America , <i>Foreign Affairs</i> , 19 July 2024. - <u>Watch:</u> Bridge of Spies, Steven Spielberg, 2015	
13	04/25	Future of Intelligence - Jenson, Chapter 15, Future of Intelligence (30 pages) - Biran Katz, The Analytic Edge: Leveraging Emerging Technologies to Transform Intelligence Analysis , <i>Center for Strategic & International Studies</i> , 09 October 2020. - Anne-Marie Slaughter, “How to Succeed in the Networked World: A Grand Strategy for the Digital Age.” <i>Foreign Affairs</i> , November/December 2016.	
14	05/02	Threat Brief	Slides need to be uploaded NLT 01 May on MSTeams
15	05/09	Threat Brief	