Contact Information
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Required Texts


Course Description
This course will address the nature of intelligence and the special challenges involved in making intelligence relevant to national policy making. American intelligence collection, analysis and management will be described, evaluated, and compared with that of other nations. Attempts at intelligence reform will be outlined and judged as will the challenges posed by the cyber domain. Case studies will be used to illustrate the peculiar challenges posed by covert action,
changing political mores, targeted killings, the alleged politicization of intelligence, increased demands for transparency and accountability and other controversial issues. In discussing the role of a secret intelligence service in a free society, particular emphasis will be placed on the roles and responsibilities of the Congress, the press and the general public. There will be special emphasis on the particular challenges presented by the current administration on the position, role, value and appreciation of intelligence and of truth telling.

Course Objectives

The course is designed to develop an understanding of and appreciation for the craft of intelligence and its legitimacy and relevance in a democratic context. At the end of this course:

1. The student should be able to describe and appreciate the capacities of intelligence, the constraints within which it works, and its contribution to American security and American values.

2. The student should be able to compare the intelligence process with other factors that impact national decision-making and distinguish the appropriate role of intelligence in a variety of policy circumstances.

3. The student should be able to express an “informed citizen’s” understanding of the craft of intelligence and its constituent parts: human espionage, analysis, signals intelligence, imagery, counter intelligence, etc.

4. The student should be able to contrast the demands of American political culture for increased transparency and accountability with the requirement for secrecy in intelligence operations.

5. The student should be able to articulate and critique arguments surrounding the “hot button” intelligence issues of the day: covert action, Congressional oversight, intelligence reform, electronic surveillance, detention, interrogation, targeted killings, transparency, the relationship with the President, information warfare, etc.

6. The student should be able to describe the key elements involved in cyber security, computer network operations and information dominance, including Russian attempts to manipulate American public opinion.
7. The student should be able to describe the core issues of intelligence in a “post-truth” environment and the similarities and difference between intelligence and other evidence based undertakings such as science, scholarship and journalism.

Evaluation

Student evaluations will be comprised of:

**Short paper (15%).** A short case study that illustrate the themes of the course. Topics and scheduling will be discussed in class.

**Scholarly Paper (35%).** A research paper *not to exceed eight pages* on a practical topic that illustrates one of the themes of the course. *Students should propose topics for approval by 24 September. Due 19 November.*

Selected students may be invited to lead a classroom discussion on their papers.

*GMU’s Writing Center at the Arlington Campus (Original Building, Room 311) offers both online and in-person services to aid you throughout the writing process. At the center, you’ll find everything from discipline-specific writing resources and brainstorming help to more in-depth, one-on-one time with tutors from a range of disciplines and work experiences. Visit http://writingcenter.gmu.edu/ to schedule an appointment or to sign up for the Online Writing Lab (OWL) services.*

*The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.*

*Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is*
essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (e.g., F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

Tests, including on required readings (25%@). Two tests will be given, one at mid term (15 October) and one after the last class, on the required readings. Students will answer questions based on the materials assigned. These will be taken at home and forwarded electronically.

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.
Semester Outline

**27 August. The nature of intelligence.** Introduction to the course. Discussion of readings. Introduction of key issues. The intelligence cycle.

- **Plato:** The Parable of the Cave

- **The Art of Intelligence:** Ch 14

- **Intelligence:** Ch 1, pp 1-9 (What is “Intelligence”); Ch 2, pp 11-29 (The Development of US Intelligence); Ch 4, pp 57-70 (The Intelligence Process)

**10 and 17 September. The “INTs”**. The various disciplines of intelligence collection: strengths, weaknesses, trends. Technological challenges. Legal issues. Linguistic and cultural demands. How has “cyber” affected all this? Are we going dark?

- **Intelligence:** Ch 5, pp 71-118 (Collection and Collection Disciplines)

- **The Art of Intelligence:** Chs 1-5, 13

- **Playing to the Edge:** Chs 1-4, 8, 15

**24 September. How it’s all wired.** The American Intelligence Community: the “gang of 16” (or is it more?). Intelligence reform and the Director of National Intelligence. Is more change in the offing? The role of DCIA Haspell. DNI Coats.

- **Intelligence:** Ch 3, pp 31-56 (US Intelligence Community); Ch 14, pp 327-344 (Intelligence Reform)

- **The Art of Intelligence:** Ch 7
Playing to the Edge: Ch 9

1 and 9 October. A Post Truth World??  Analysis and intelligence consumers: who are they, what do they want? What do they need? How does intelligence relate to them. Deductive and inductive reasoning. Facts: real and alternative. How is it working with President Trump?

Intelligence: Ch 6, pp 119-162 (Analysis); Ch 9, pp 199-216 (The Role of the Policy Maker)

Playing to the Edge: Chs 11, 14, 16

The Assault on Intelligence: entire book

15 and 29 October. The Cyber Domain. How has the cyber domain affected intelligence? Security in general? What is the difference between cyber and information warfare?

Exploding Data: entire book

The Assault on Intelligence: reread Chs 7 and 8

22 October. To be announced

29 October (see above)

5 November. Watching the watchers. Congressional oversight. How does it work (or not)? Can intelligence be de-politicized? Should it be? Intelligence and the press. When secrets leak. The public’s “right to know.” What are today’s stresses for intelligence with regard to the press or contention between the President and Congress?

Intelligence: Ch 10, pp 217-249 (Oversight and Accountability)

Playing to the Edge: Chs 5, 6, 7, 21
12 November. This is where it gets hard. Intelligence, covert action, law, morality and politics. A viewing of The Gatekeepers, as Israeli film chronicling the thoughts of several leaders of Shin Bet and Spymasters, personal interviews with all living former directors of CIA


The Art of Intelligence: Ch 6, Chs 8-13

Intelligence: Ch 13, pp 279-296 (Ethical and Moral Issues in Intelligence)

Playing to the Edge: Chs 12, 18, 19, 20


Select cuts and class discussion on Zero Dark 30, Manhunt, Homeland, etc.

Intelligence: Ch 12, pp 271-306 (The Intelligence Agenda)

The Quantum Spy: entire book

3 December. A World of Espionage. The craft of counter-intelligence. How do enhanced hiring and increased sharing of information complicate the problem? Foreign intelligence services. Who’s good at this? Or not? How does international cooperation among security services work? What is
Europe learning? What are the rules for working with "liaison"? The advantages? The dangers?

**Intelligence:** Ch 7, pp 163-179 (Counter Intelligence)

**NCSC Website** (from DNI.gov)

Recommended: Joby Warrick: *Triple Agent*

**Playing to the Edge:** Ch 17

**10 December.** Guest lecture: Espionage and Family Life.

**Playing to the Edge:** Chs 13, 15.

**17 December: Final Exam.** To be submitted electronically.