This class meets with another section of SPEA-V 450. Espionage may be the world’s second oldest profession and certain fundamental concepts remain constant, but its importance, targets and methods do change with the times. Change may result from new technologies or from new political realities. Two major and related shifts came with the end of the Cold War in 1991 and the September 11, 2001 terrorist attacks on America. Since the end of WW II, the primary focus of America’s intelligence services had been the Soviet Union and Eastern Europe and other communist-oriented states. After 1991, there were still many intelligence targets, but they were much more fragmented. After the September 11th attacks, the work shifted even more from nation-state entities to targeting small terrorist groups or even individual fanatics.

This course will begin with a brief look at how intelligence operations were conducted during the last decades of the Cold War so as to provide a base line upon which to recognize the changes. This will include a discussion of why people become spies and how does an intelligence officer go about recruiting a foreigner to become a spy. The third section will look at all the changes in America’s espionage apparatus after the shift to chasing terrorists in a post-9/11 world. Billion-dollar satellites that were great for counting Russian tanks and missiles proved almost useless in finding Osama Bin Laden. It may not have been easy to recruit a Russian or Chinese diplomat to become an American spy, but at least the CIA always knew where to find the targets – at the Russian and Chinese embassies. Today, how do intelligence officers even find a possible terrorist to talk to and what can you offer a fanatic to convince him to become a spy rather than be a suicide bomber? How does the NSA find the one important terrorist phone call out of the millions of hourly worldwide calls? We’ll explore all the legal changes that have occurred in America that now allow the CIA and FBI to more easily share information under the logic that the United States border is just an artificial separation of the investigative work needed to stop terrorist attacks. How does all this affect our privacy and civil liberties? How coercive should an interrogation of a captured terrorist be in order to prevent a terrorist act from occurring? Has the creation of the Director of National Intelligence really improved how the American Intelligence Community functions? To succeed in the 21st century, intelligence operations will need to be more creative, so we will spend the final weeks looking at past, imaginative operations and explore what “new” ideas might work in the future and also the question of whether one can teach “creativity.” We will also look at the growing problem of cyber espionage. The course is taught by a retired CIA operations officer.

COURSE REQUIREMENTS AND GRADING
There will be a midterm worth 30 percent of the total grade, which will consist of 4 essay questions and you will choose any three you wish to try to answer. There will also be four multiple choice quizzes, to be given throughout the course, each worth 10 percent. They will cover both class lectures and the assigned readings. Another 20 percent of the grade will be for a 4-5 page “imaginative operation” semester project, which will be in place of a written final exam.

For those students taking this as an Honors course, the final 10 percent of your grade will be a research paper of 8-10 pages on a topic to be discussed with me in advance during a one-on-one office consultation. For all others, a 1,000 word book review of a NON-FICTION book on one of the course topics, agreed to in advance by me, will be required and also constitute 10 percent of the
overall grade. (Please note that an average of 94.0 constitutes an A.) I will grade on a straight numerical basis, not a bell curve.

My class policy is that anyone caught cheating on a test or plagiarizes on the research paper automatically fails the course and will be dealt with further according to university policy. If you miss a quiz or test, you will need to have a very good reason to justify a make-up opportunity. I do not count attendance, but being in class will certainly make it easier for you to learn something and to do well on the tests. It is presumed and essential that you will have done the assigned reading assignments before coming to class!

ALL cell phones, PDAs, Blackberrys, etc. are to be turned off during the class. If you are using a laptop for note taking, it is to be used ONLY for note taking -- not checking emails or browsing the internet during class.