

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs

Summer 2019

July 8 – August 12, 2019

Course Name

LGAF 6240.LH2 – Congress & Intelligence Policy

3 Credits

Mondays & Wednesdays, 6-8pm

Hall of States

BASIC INFORMATION AND RESOURCES

Instructor

Gus Martinez

Contact Information

Phone Number: 703-899-7700

Email Address: gusmartinez@email.gwu.edu

Communication

Students may contact Mr. Martinez via email anytime, or call after 6pm (weekdays). Email is the preferred method, and he will respond as soon as possible.

Blackboard Site

A Blackboard course site has been set up for this course. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

University Policy on Observance of Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students with Disabilities

GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <http://disabilitysupport.gwu.edu/>.

In the Event of an Emergency or Crisis during Class

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet in the Hall of States lobby in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: <http://www.campusadvisories.gwu.edu/>.

Attendance Policy

Each student is expected to attend all classes. Please coordinate in advance with Mr. Martinez if any absences or late arrivals are anticipated.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 hours preparing for class.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Steven Billet
Director, Legislative Affairs Program
sbillet@gwu.edu | 202-994-1149

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Legislative Affairs Program Objectives

Upon completion of the Master's degree in Legislative Affairs, students will:

1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to effectively advance legislation;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in effective problem solving by learning critical thinking skills;

4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

Course Description and Overview

The class is designed to learn how Congress, the Executive Branch and the intelligence community interact and execute policies. The course is split into three phases which build critical thinking into topics and issues that confront past and present intelligence professionals and policy makers. The 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, and evaluated. Recent attempts at intelligence reform will be outlined and judged. Case studies will be used to illustrate the peculiar challenges posed by covert action, changing political mores, targeted killings, and the alleged politicization of intelligence, increased demands for transparency and accountability and other ethical issues.

Course Learning Objectives

By the end of the course, students will be able to:

- 1) Be able to identify the key players and agencies participating in the generation and execution of intelligence policy.
- 2) Understand and explain how Congress exercises its constitutional oversight powers to shape and influence the parameters for intelligence policy. Nestled within this objective is the awareness of how the individual student might directly engage in this process at increasing levels.
- 3) Sharpen individual value as a political scientist by reading, comprehending and concisely synthesizing complex and sensitive topics. Students will polish the ability to effectively communicate to the decision-maker/stakeholder who will quickly learn to rely on insight and well-informed recommendations (students will demonstrate via weekly quizzes and class participation).

Course Requirements

This course requires a significant amount of reading and the weekly quizzes will challenge how well students absorb and synthesize the information. Class participation is a necessity since students view issues from varying perspectives and varying viewpoints are essential in discussing intelligence and policy development in general.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Weekly Quizzes	Strictly based on previous week's reading assignments. Will be a combination of short answer fill in and short answer essay.		20%
Written Assignment	An authoritative report or guide that informs readers concisely about a complex issue and presents the issuing body's philosophy on the matter. It is		10%

	meant to help readers understand an issue, solve a problem, or make a decision.		
Written Assignment			15%
Mid-Term Exam	Comprehensive T/F and Multiple Choice		20%
Final Exam	Comprehensive T/F and Multiple Choice		25%
Attendance and Participation	Attendance and participation points will be given during class.		10%
Total			100%

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B- 80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Required Text and Learning Materials

- Mark M. Lowenthal, "Intelligence: From Secrets to Policy," 7th Edition
- Hank Crumpton, "The Art of Intelligence, Lessons from a Life in the CIA's Clandestine Service"
- Richard Clarke, "Cyber War"

Tentative Course Calendar*

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Class Date: July 8

Class 1

Topic and Content Covered: The nature of intelligence; Introduction to the course; The intelligence cycle

Reading Due Today:

- Plato: The Allegory of the Cave
- Crumpton, The Art of Intelligence: Ch 14

c. Lowenthal, 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)

Class Date: July 10

Class 2

Topic and Content Covered: The Intelligence Community: The “gang of 16 (or is it more?)” Intelligence reform and oversight. Appropriations and Authorizations.

Reading Due Today:

- a. Crumpton, The Art of Intelligence: Chs 1-5, 13
- b. Lowenthal, Intelligence: Ch 3 (The US Intelligence Community)

Class Date: July 15

Class 3

Topic and Content Covered: The “INTs”: The various disciplines of intelligence collection: strengths, weaknesses, trends. Technological challenges.

Reading Due Today:

- a. Lowenthal, Intelligence: Ch 5, (Collection Disciplines), Ch 6 (Analysis), Ch 9 (The Role of the Policy Maker)
- b. Robert Jervis, “Why Intelligence and Policymakers Clash,” *Political Science Quarterly*, Vol. 125, No. 2 (2010), pp. 185-204).

Class Date: July 17

Class 4

Topic and Content Covered: The Inherent Ambiguity of Intelligence, and Oversight

Reading Due Today:

- a. Lowenthal, Intelligence, Ch 10 (Oversight and Accountability), Ch13 (Ethical and Moral Issues in Intelligence), Ch 14 (Intelligence Reform)
- b. Michael Hayden, “The State of the Craft: Is Intelligence Reform Working?” *World Affairs Journal* (September October 2010).
- c. Amy B. Zegart, “The Domestic Politics of Irrational Intelligence Oversight.” *Political Science Quarterly*, Vol. 26, No. 1 (2011).

Class Date: July 22

Class 5

Topic and Content Covered: Counterintelligence and Covert Action

Papers Due

Reading Due Today:

- a. Lowenthal, Intelligence, Ch 7 (Counterintelligence), Ch8 (Covert Action)
- b. Andru E. Wall, “Demystifying the Title 10-Title 50 Debate: Distinguishing Military Operations, Intelligence Activities, and Covert Action,” *Harvard National Security Journal* 85, no. 3 (2011)

Class Date: 24 July

Class 6 **MID-TERM**

Topic and Content Covered: The Intelligence Agenda/Asymmetric Warfare

Reading Due Today:

- a. Lowenthal, *Intelligence*, Ch 11 (The Intelligence Agenda: Nation States), Ch 12 (Transnational Issues), Ch13 (Ethical and Moral Issues in Intelligence)
- b. David Kilcullen, "Countering Global Insurgency," *Strategic Studies*, Vol. 28, No. 4 (August 2005), pp. 597-618.
- c. David Ucko, *Innovation or Inertia: The U.S. Military and the Learning of Counterinsurgency*, *Small Wars Journal* (2008), 290-310. <http://smallwarsjournal.com/documents/uckocoin.pdf>

Class Date: 29 July

Class 7

Topic and Content Covered: Asymmetric Warfare

Reading Due Today:

- a. Lowenthal, Ch 15 Foreign Intelligence Services
- b. David C. Rapoport, "The Four Waves of Modern Terrorism," Chapter two of *Attacking Terrorism: Elements of a Grand Strategy*, edited by Cronin and James Ludes (Washington, D.C.: Georgetown University Press, 2004), pp. 46-73.
- c. b. Robert Kennedy, "Is One Person's Terrorist Another's Freedom Fighter? Western and Islamic Approaches to 'Just War' Compared," *Terrorism and Political Violence*, Vol. 11, No. 1 (Spring 1999), pp. 1-21.
- d. d. Michael Mousseau, "Market Civilization and Its Clash with Terror," *International Security*, Vol. 27, No. 3 (Winter, 2002-2003), pp. 5-29

Class Date: 31 July

Class 8

Topic and Content Covered: The National Security Agency and Surveillance of Americans

Reading Due Today:

- a. Clarke, "Cyber War" pp. 69-101 (Introduction and Chapter 3)
- b. U.S. Senate Select Committee on Intelligence Activities Within the United States (Church Committee Report) 1975, reprinted by Red and Black Publishers (St. Petersburg, Florida, 2007), pp. 11-14, 22-24, 120-125.
- c. Bruce Fein and Louis Fisher, "Institutional Powers of Congress," pp. 17-20.
- d. John Napier Tye, "Meet Executive Order 12333: The Reagan Rule that lets the NSA spy on Americans," *Washington Post*, July 18, 2014).

Case study: Edward Snowden

- a. Alan Rusbridger and Ewen MacAskill, "Interview with Edward Snowden," *The Guardian* (18 July 2014).

Class Date: 5 August

Class 9

Topic and Content Covered: Cyber: the 5th Domain

Reading Due Today:

- a. Clarke, "Cyber War" pp. 152-218 (Chapters 5 & 6)
- b. Michael N. Schmitt, *The Law of Cyber Warfare: Quo Vadis*, *Stanford Law & Policy Rev.* (2014)
- c. Catherine A. Theohary, "Cyberwarfare and Cyberterrorism: In Brief" *Congressional Research Service*, March 27, 2015

Class Date: 7 August

Class 10

Topic and Content Covered: Cyber

Reading Due Today:

- a. Clarke, "Cyber War" pp. 219-279 (Chapters 7 & 8)
- b. Gen. Paul Nakasone, "A Cyber Force for Persistent Operations." JFQ 92, 1st Quarter 2019
- c. Peter Combe, "Traditional Military Activities in cyberspace: The Scope of conventional Military Authorities in the Unconventional Battlespace." Harvard National Security Journal / Vol. 7

Class Date: 12 August

Class 11 **PAPERS DUE/FINAL**

Topic and Content Covered: Drones/Robotics and AI

Reading Due Today:

- a. Daniel Byman, "Why Drones Work" Foreign Affairs Vol. 92, No. 4 (2013).
- b. Audrey Kurth Cronin, "Why Drones Fail: When Tactics Drive Strategy," Foreign Affairs Vol. 92, No. 44 (2013), pp. 44-54.
- c. John Kaag and Sarah Kreps, "The Moral Hazard of Drones," New York Times (July 22, 2012).

Case study: Robots and Autonomous Weapons Systems

- a. Wendell Wallach, "Terminating the Terminator: What to do About Autonomous Weapons," <http://scienceprogress.org/2013/01/terminating-the-terminator-what-to-do-about-autonomous-weapons/>

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.