

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button at the bottom of this document.

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarize yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#) or [CSS Student Orientation Course](#).

ISSA 4381 Counterintelligence

Course Description/Overview

This course will examine the fundamentals of modern counterintelligence. The course will focus on counterintelligence, as defined and practiced US administration for Intelligence Community agencies operating domestically and overseas, and also as defined and practiced by the US Department of Defense in support of military operations. We will look at the steps taken to collect information and actions needed to identify, deceive, exploit, disrupt, or protect against espionage, other intelligence activities, sabotage, or assassinations conducted for or on the behalf of foreign powers, organizations or persons, or their agents, or international terrorist organizations or activities.

Counterintelligence operations have traditionally been directed at the need to identify, assess, and then neutralize the intelligence operations of your enemies (or competitors, in corporate world), and when at all possible, convert their operations into your own intelligence offensive operations in order to exploit the opportunity as well. It has been an active component to civil and military operations throughout time. Greeks and Romans took active measures to protect their own operations from the efforts of their enemies. In making his last stand in the face of the 100,000 advancing Persians in 480BC, Leonidas took great care to protect his operations and his plans – only to have his efforts sold out through the treachery of and betrayal by Ephialtes, a fellow Greek. But counterintelligence isn't just a wartime activity; Abdul Qadeer Khan, a principal actor in Pakistan's nuclear program throughout the whole of the late 20th century, was arrested and detailed by the Pakistani government for his role in proliferating Pakistani nuclear technology to foreign governments and intelligence services.

There has always been a need to change and modernize counterintelligence efforts, to keep pace with the intelligence collections capabilities and technologies. A great but very modern example was that of Herbert. O. Yardley who, as a code clerk and telegrapher at the US Department of State, began to break the very codes used by the Department – to include those used to transmit the personal communications for the Secretary of State. Shattered to realize the ease with which such things could be broken, and the implications for American national security, Yardley in 1917 wrote a 100-page paper, “Solution of American Diplomatic Codes” which outlined a method for developing a new system of codes – which the US adopted, and which he then broke as well. But his vigilance to and care for protecting American codes, at a time of peace and as America prepared to enter World War I, prepared important groundwork ahead of the arrival of the first computers and their use in World War II. Today’s efforts, under the broad umbrella of Technical Countersurveillance Measures (TCSM), embraces every technical mean available to identify, neutralize and exploit threats ranging from microphones and bugs, to wiretaps, to cyberattacks.

Counterintelligence also means identifying those opportunities that can be used by your enemies, and neutralizing or exploiting them first. In recent years, this has included the growing insider-threat, especially from fanatical or disenfranchised partner national members during coalition operations. It has also come to be played out on social media and on the dark web - where the threat goes, so, too, goes the counterintelligence effort. The US and partner nations have faced a continued threat of violence from individual, ones who are also at risk of being recruited and resourced by foreign intelligence services for direct action operations, or for other HUMINT operations. Similarly, as with the cases of Chelsea Manning and Edward Snowden, the US and other nations have faced the release of bulk classified information that is at risk of being passed to or at least being equally made available to a nation's enemies. While the inadvertent disclosure of classified information falls under the purview of information security, or INFOSEC, such deliberate disclosures – even when leaked to media sources – fall into the realm of traditional counterintelligence requirements.

ISSA 4381 will address issues related to intelligence analysis as it supports counterintelligence. This course is an examination of counterintelligence to include its history, tenants, challenges, and current relationship with information security. And as America pushes to increase its intelligence collection capacity, adapting and applying new technology to intelligence collection capabilities, so too grows its need for and challenges in counterintelligence with protecting its sources and means, and the collected information itself. The course is designed to be highly interactive, to draw upon student experiences and well-thought-out positions and opinions. It is also designed to facilitate discussion on current, national hot topics related to the debate over the collection of information and intelligence, and the need to safeguard those secrets.

Course Objectives/Learning Outcomes

ISSA 4381 is designed for students to develop an understanding of and appreciation for the craft of intelligence and its legitimacy and relevance in a democratic context, and to be able effectively to define a bias and discuss the implications of biases in our decision-making process.

Objectives:

As a result of completing this course, the student will be able to:

1. Describe counterintelligence activities, functions and operations.
2. Understand the difference between passive and active measures, and defensive and offensive measures.
3. Differentiate CI activities and functions used by the United States over time.
4. Describe lessons learned from key American counterintelligence operations.
5. Describe the CI role in support of INFOSEC and counterterrorism operations.
Asses the challenges facing American counterintelligence efforts in the near to mid-term.

Learning Outcome:

As a result of completing this course, the student will be able to:

1. Describe the importance of counterintelligence operations.
2. Describe the relationship between intelligence collection and counterintelligence.
3. Describe counterintelligence operations and activities.
4. Describe CI roles and responsibilities played by US agencies.
5. Intelligently describe and discuss the role counter-intelligence plays, both directly and indirectly, in the security of information.

Required Texts and Materials:

Sims, Jennifer, and Burton Gerber (editors). *Vaults, Mirrors and Masks: Rediscovering US Counterintelligence*. Washington, DC: Georgetown Press. 2009. [Kindle](#)

Sulick, Michael J. *American Spies: Espionage against the United States from the Cold War to the Present*. Washington, DC: Georgetown University Press, 2013. [Kindle](#)

Seuss, Dr. *The Butter Battle Book*. New York: Random House, 1984. [Kindle](#)

Additional readings, which will usually be electronically retrievable, will be assigned for specific classes.

Grading Policies

Grades will be based on an ability to organize the material, integrate relevant concepts and theories, and present them in appropriate forms.

A Note on Grades: ISSA 4381 is a colloquium (meaning a group discussion, from the Latin Colloqui –to talk together—to have a conversation). As such, weekly participation in the discussion threads is expected and forms part of the grade. Final grades are composed as follows:

Assignment	Percent of Grade	Due	Notes
Engaged participation (Discussion)	20%	Weekly	Weekly for weeks 1 - 7. Initial posts are due by Friday 11:59PM (CST) and all discussions completed by 11:59 PM (CST) Sundays.
Midterm	30%	Friday 2359 hr of week three.	The assignment is to write a 5-7 page annotated essay examining historical case studies in counterintelligence.
Final Exam	50%	Friday 2359 hr of week eight.	The assignment is to write a 8-10 page annotated essay, in response to one of three questions.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 59 % and below.

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

- [Discussion Rubric](#)
- [Writing Assignment Rubric](#)

Grades will be based on your ability to organize the material, integrate relevant concepts and theories, cite your sources, and present them in essay form in discussion threads as well as mid-term and final assignments. You are expected to apply your own observations as necessary when demonstrating grasp of material.

Students are expected to write original material in support of discussion and essay requirements associated with this class.

Student Writing Assignments: Each student will have three writing assignments.

- The first writing assignment will be an annotated essay, 8-10 pages in length, examining historical case studies in counterintelligence. As stated above it will be due on the Friday of Week 3.
- The second writing assignment, the Midterm Exam, will be to answer two specified questions, responding in an annotated essay form, 2-3 pages in length for each question. As indicated above, this will be due on the Friday of Week 5. I will post the questions at the beginning of week 5.
- The third writing assignment, the Final Exam, will be to answer two specified questions, responding in an annotated essay form, 2-3 pages in length for each question. As stated above, this will be due on the Friday of Week 8. I will post the questions at the beginning of Week 8.

Course Organization:

Lesson 1: What is Counterintelligence

“Counterintelligence is traditionally understood to include operations designed to block, disrupt, or destroy the intelligence operations of an adversary. These counteroperations are generally discussed in terms of four categories: passive or active defense, and passive or active offense.”

In this week, we’re going to take a broad overview of the whole of the field and the general concepts involved with counterintelligence.

Lesson 2: CI Strategy and Policy

In this week, we will examine the current counterintelligence policy of the United States, as the Trump administration has inherited it from the Obama Administration, and look at how it was derived from key, source document and legislations. We will also look at the corresponding policies that support it.

Lesson 3: Foreign Intelligence Threats

In this week, we’re going to examine some of the major cases of Americans spying for foreign intelligence services, as a vehicle for understanding their motivations and for understanding the settings and conditions under which CI operations are conducted. We’re going to look at ones in the 19th century, primary, to include includes for wherein Americans spied for the Soviet Union, then for Russia, as well as for Soviet-satellite nations and other countries.

Lesson Defensive Passive

4: In this week, we are going to examine defensive and passive measures in counterintelligence. We are going to do this, in part, by looking at the cases of Russian spy Adolf Tolkachev and his effort to circumvent the defensive and passive measures in place to thwart the American intelligence threat, and the case of CIA Officer Jim Nicholson, and the efforts that led to his arrest and conviction not once but twice.

Lesson 5: Defensive Active

In this week, we are going to examine defensive and active measures in counterintelligence. This will include looking at the key role that defensive and active measures did and did not play in support of two key sources, FAREWELL and CURVEBALL. We will also talk about some of the specific ways that the CI community is responding, and encouraging others to respond, to the changes that technology is bringing to the threats we face today - in and out of the intelligence community and the government.

Lesson 6: Offensive Passive

This is the third of three case studies regarding the practice of strategic thought and leadership. This case study is arguably the most thorny and complex. Relatively honest fishermen, concerned with protecting assets, transformed into pirates. The study provides an example of villains who plan, organize, and execute a rascalion-based strategy. One may not like the criminal aspect of piracy. However, it is indeed a thought-out strategy in which ranking people direct accomplices in pursuit of financial gain. It will be important in this lesson to consider the clash between ethical leadership and financial desperation amid a unique culture and volatile political environment. Is this piracy a justified business practice, relative to the environment, or crimes orchestrated by non-state actors practicing as thugs? If your opinion is the latter, consider the ethical implications of intelligence being leveraged for criminal activity.

Lesson 7: Offensive Active

In this week, we are going to examine offensive and active measures used in support of counterintelligence. In doing so, we will look at the measures used to identify Robert Hanssen. We will also talk more about technical surveillance and the growing role that computer and cyber-based operations are playing in support of counterintelligence requirements today.

Lesson 8: CI Operations Post-Manning

In this week, we are going to examine how the four main efforts of counterintelligence - to identify, assess, exploit and neutralize - have changed since 2010 and the Manning leaks. We will also discuss the status of American counterintelligence as it relates to the transition between the Obama and Trump administrations.

Communication

Participation

In this class everyone, brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Feel free to ask questions either via e-mail or the discussion board. Check the discussion board regularly. Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion

board and allow your classmates to provide the answer through their own posts.

To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions. We will learn and work as a team. Additionally, while we are in a classroom environment and should have fun, please ensure that your postings remain professional, courteous, and constructive. A couple helpful links are below:

- How to Write an A+ Discussion Posting: <http://www.elearners.com/online-education-resources/online-learning/how-to-write-an-a-discussion-posting/>
- Core Rules of Netiquette: <http://www.albion.com/netiquette/corerules.html>

Courtesy and Respect

Courtesy and respect are essential ingredients to this course. We respect each other's opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

Netiquette

The on-line setting of our course promotes the advancement of knowledge through positive and constructive debate. Classroom based discussions between instructors and students and among students has traditionally been guided by the instructor. Discussions via the Internet, however, can occasionally devolve into insults and improper comments before the instructor has a chance to intervene.

Such activity and the failure to use proper etiquette and manners ARE NOT ACCEPTABLE in an academic setting and such inappropriate conduct IS NOT TOLERATED. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Our on-line classroom is a place to enjoy the excitement of learning and does not include room for personal attacks on others or student attempts to demean or restrict the discussion of others. Note about the use of humor: Despite the best of intentions, jokes and especially- satire can easily be lost or taken seriously. Avoid the use of humor and/or satire in our academic setting.

Office Hours/Contacting the Instructor

Since our course occurs online, we have the benefit of almost constant access to one another. Feel free to contact me via ASU email at any time, and expect a response within 24 hours (but typically much quicker). Should you wish to discuss anything outside the scope of our course discussions, have any specific questions, require help of any sort, or have a complaint, please contact me directly via email. Please do not post these matters in our classroom. See the Instructor Information section for contact information.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be

excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.