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.

By checking the "Mark Reviewed" link below, you are indicating the following:

• 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.

INA 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, 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.

INA 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

INA 4381 is designed for students to develop an understanding of and appreciation for the craft of counterintelligence and its legitimacy and relevance in a democratic context.

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.
   Assess 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:


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:** INA 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primer Quiz</td>
<td>10%</td>
<td>Weekly</td>
<td>Weekly for weeks 1 - 7. Initial posts.</td>
</tr>
<tr>
<td>Engaged participation (Discussion)</td>
<td>20%</td>
<td>Weekly</td>
<td>Weekly for weeks 1 - 7. Initial posts are due by Friday 11:59PM (CST) and all discussions completed by 11:59 PM (CST) Sundays.</td>
</tr>
<tr>
<td>Midterm</td>
<td>30%</td>
<td>Monday 08:00 AM CST 6/22/20</td>
<td>See lesson 3 for details.</td>
</tr>
</tbody>
</table>
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.

**Announcements**

Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It will contain refinements to this syllabus and additional guidance to weekly readings, assignments, and the course. You are required to read course announcements, as they will contain updates to and refinements for this course.

These are also where I will announce the discussion question for the week. While there may be multiple discussion questions listed per week in the discussion area, I will include in the weekly announcement the details regarding which one we as a class will be addressing that week. In mastering the material, a student should feel comfortable addressing any and all of these questions, but as a class, we will focus in on and discuss just one, and do it in depth together.

**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.**

**Some thoughts on late work:**

- Don't be late. In the professional world, late is often too late. In the intelligence profession and in related fields, being late with written assessments - even with the right assessment or with brilliant work - oftentimes means arriving after the LTIOV - latest time information is of value. However, sometimes lateness is unavoidable. If you know you will be late, let me know ahead of time. In these instances, some accommodation may be possible.
- Primary posts are due by 1159 CST on Fridays, and response postings are due by 1159 CST on Sunday, after which time no participation is possible.
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 examen 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 examen 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 4: Defensive Passive

In this week, we are going to examen 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 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 examen 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 bring 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 rapscallion-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 examen 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 examen 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

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.