

UPADM-GP 430-001: (7329)

Intelligence and National Security Policymaking Spring 2024

# Instructor Information

* Vince Enriquez
* Email: [vpe2004@nyu.edu](mailto:vpe2004@nyu.edu)
* Office Hours: Prior to class or at a mutually convenient time via ZOOM.

# Teaching Assistant Information

* Bergen Bodensteiner
* Email: [bergenb@nyu.edu](mailto:bergenb@nyu.edu)

# Course Information

* Class Meeting Times: Thursdays, 6:20PM – 8:50PM
* Class Location: 31 Washington Pl (Silver Ctr) Room 206 Loc: Washington Square

# Course Prerequisites

* None

# Course Description

Whether as an action agency or a source of analysis or raw material, the intelligence community is a key but little understood participant in the policymaking cycle. This course introduces students to the contemporary intelligence community and its role in shaping US national security policy, providing students with a hands-on appreciation of the role of intelligence through participation in class simulations of case studies of national security policymaking.

# Course and Learning Objectives

The primary course objective is to gain a greater understanding of intelligence and its impact on national security policymaking. This includes an in-depth understanding of the intelligence

community, collection and analysis of intelligence, and its implications on leaders within the executive branch of government. By the end of this course, you should:

1. Define the roles of the Intelligence Community (and USG partners) and understand how they support / contribute policymakers.
2. Describe how various intelligence disciplines support analytic cadre in raising awareness to emerging threats and challenges for their customers.
3. Identify lessons learned and best practices in the impact of intelligence and its role with informing consumers.

# Required Readings

All required course materials will be provided directly in Brightspace.

# Lecture

* + Please make an effort to arrive on time for class with readings completed and electronic devices on mute. No recording devices are permitted in class.
  + If you need to depart early, please inform me prior to class.
  + There will be a 10-minute break during each lecture.
  + Changes to readings/assignments: The syllabus is subject to change.
    - Pre-assigned readings may be adjusted, and occasionally supplemental reading may be added throughout the course to enhance learning. If this is the case, I will update the assignments or adjust on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.

# Assessment Assignments and Evaluation

* + You are expected to become familiar with the reading and any supplemental material assigned.
  + Participation in class discussion and presentations

**Assessment**

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| --- | --- |
| Participation and Attendance | 15% |
| Midterm Exam | 30% |
| Policy Simulations | 20% |
| Open-Source Group Presentation | 35% |
| Total | 100% |

**Late Submission Policy for Assignments**

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without extensions will be penalized 10% per 24-hour period.

# Overview of the Semester

* + Week 1
    - Date: January 25
    - Topic: Course Introduction - What is Intelligence? - the Intelligence Community
    - Required Reading:

 White House. (2022) National Security Strategy.

 ODNI. (2023). National Intelligence Strategy.

 USGPO. (2005). APPENDIX C: An Intelligence Community Primer.

* + Week 2
    - Date: February 1
    - Topic: Who is the Customer? – Executive Branch and Policy Support Roles
    - Required Reading:

 Lagattuta, D. (2021). Staffing the National Security Council.

 Gomez, G. (2023). Intelligence and Policymaking.

* + Week 3
    - Date: February 8
    - Topic: Human Intelligence / Signals Intelligence
    - Required Reading:

 Hayden, M. (2005). Balancing Security and Liberty: The Challenge of Sharing Foreign Signals Intelligence

 Lewis, B. (2016) The Death of Human Intelligence

* + - Supplemental Reading:

 Federal Registry. (2022). Executive Order 14086: Enhancing Safeguards for United States Signals Intelligence Activities

 Wippl, J, et al. (2010). The CMO in the CIA’s National Clandestine Service.

 Bernsten, G. (2011). Ch. 6 Lifeblood of the Clandestine Service.

* + Week 4
    - Date: February 15
    - Topic: Geospatial Intelligence **/** Measurement and Signature Intelligence
    - Required Reading:

 National Academies Press. (2006). The Evolving Mission of NGA.

 Hughes, P. (2019). MASINT - An “INT” for the 21st Century.

 Humphrey, P. (2007). MASINT Frontiers.

 Seng, A. (2005). MASINT: The Intelligence of the Future.

* + - Supplemental Reading:

 Lapinski, N. (2021). AI, Commercial Firms Key to Future of GEOINT.

* + Week 5
    - Date: February 24
    - Topic: Open-Source Intelligence / Counterintelligence
    - Required Reading:

 Raluca, C. (2020). Open-Source Intelligence: Opportunities and Challenges

 Lukoff, L. (2018). More CI: A Grand Theory of Counterintelligence for Intelligence Scholars and Practitioners in the United States

* + Week 6
    - Date: February 29
    - Topic: Covert Action / Intelligence Analysis
    - Required Reading:

 Cogan, C. (1993). Partners in Time: The CIA & Afghanistan since 1979.

 Britten, B. (2018). Intelligence Failures Are Analytical Failures.

 Federation of American Scientists. (1996). Preparing for the 21st Century, Ch 7 – Improving Intelligence Analysis.

* + - Supplemental Reading:

 Brown, Z (2020). How You Can Write Like an Intelligence Analyst.

 Recommendations

* + Week 7
    - Date: March 7
    - Topic: Ethics, Oversight, & Privacy Implications with Intelligence
    - Required Reading:

 Johnson, L. (2004). Congressional Supervision of America's Secret Agencies: The Experience and Legacy of the Church Committee.

 Snow, B Et al. (2009). Privacy and Security: An Ethics Code for U.S. Intelligence Officers

 Otto, G. (2019). Ethics and Morality in the U.S. Government and How the Intelligence Community Must Respond.

* + - Supplemental Reading:

 Executive Order 12333

* + Week 8
    - Date: March 14
    - Mid-Term Exam / Simulation Walk Through
  + SPRING BREAK – NO CLASS
    - Date: March 21
  + Week 9
    - Date: March 28
    - Historical Case Study: Libya, 1986 - Simulation
    - Reading will be provided on Brightspace.
  + Week 10
    - Date: April 4
    - Historical Case Study: Bosnia, 1995 - Simulation
    - Reading will be provided on Brightspace.
  + Week 11
    - Date: April 11
    - Historical Case Study: Libya, 2011 - Simulation
    - Reading will be provided on Brightspace.
  + Week 12
    - Date: April 18
    - Historical Case Study: Russia 2016 - Simulation
    - Reading will be provided on Brightspace.
  + Week 13
    - Date: April 25
    - Open-Source Projects: Figuring Out Putin & Xi – Open-Source Information
  + Week 14
    - Date: May 2
    - Open-Source Projects: Ukraine & Russia – Open-Source Information
  + Week 15
    - Date: May 9 – Finals Week

# Letter Grades

Letter grades for the entire course will be assigned as follows:

|  |  |
| --- | --- |
| **Letter Grade** | **Points** |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |

|  |  |
| --- | --- |
| **Letter Grade** | **Points** |
| **C-** | 1.7 points |
| **F** | 0.0 points |

Student grades will be assigned according to the following criteria:

* + (A) Excellent: Exceptional work for a student. Work at this level is unusually thorough, well- reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
  + (A-) Very good: Very strong work for a student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
  + (B+) Good: Sound work for a student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
  + (B) Adequate: Competent work for a student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations.
  + (B-) Borderline: Weak work for a student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
  + (C/-/+) Deficient: Inadequate work for a student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
  + (F) Fail: Work fails to meet even minimal expectations for course credit for a student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

# Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace site. I may adjust assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email CSD (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting an academic accommodation are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact [religiousaccommodations@nyu.edu](mailto:religiousaccommodations@nyu.edu) for assistance.

# NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.