

Georgetown University

American Espionage: A history of U.S Intelligence from the Revolutionary War to the War on Terror

BLHV 249-01
Spring 2015

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Location: Georgetown-Chinatown Campus

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Course Description:

The United States was founded on the principles of democracy. However, it was not until the revolutionary war it became apparent that in fighting the British, a new form of government would require an intelligence organization to support the war effort. Since then America has led the world in collecting and analyzing information for public policy and conflict. This course covers the role of intelligence from the birth of the United States to cyber's intelwarfare (a combination of intelligence and warfare). The course covers specific times of conflict, to include Korea, Vietnam, domestic intelligence in the 1960s, Cold War, 9/11 and its aftermath. Studying historical events and historical forces will help us as a country, understand why we are who we are and why we do what we do. It is important to understand how intelligence has shaped contemporary society in American, as well as how the country is governed.

LEARNING OUTCOMES

Students will be able to:

- List and demonstrate functions of the U.S. Intelligence Community. This will be demonstrated and documented with a short paper of no more than a 1,000 words.
- Cite examples of the impact of historical circumstances and developments that shape contemporary intelligence community.
- Identify portions of the vast literature of intelligence and apply critical historiographical tools to written intelligence history.
- Interpret the role of intelligence in popular culture.

COURSE REQUIREMENTS

Students are responsible for thoroughly reading assigned material before class in order to facilitate substantive and meaningful discussion during the class period. Readings are assigned from various textbooks, miscellaneous handouts, the Internet, and the classified Intelink. Readings for this course will come from the three textbooks assigned for the class, copyright-approved handouts on Blackboard, and the website of the National Security Archive (<http://www2.gwu.edu/~nsarchiv/>).

Gradable assignments include the following: Annotated Bibliography 20%; (due in week 7)
Final Paper: 50 % (due at the end of the course); Class participation: 30 % (throughout course)

Grading Scale: A = 100% - 96%; A- = 95% - 90%; B+ = 89% - 87%; B = 86% - 84%;

B- = 83%-80%; C+ = 79%-77%; C = 76%-74%; C- = 73% -70%; D+ = 69% - 66%; D = 65%;

F = below 64%

Attendance Policy: Student attendance is expected at all meetings of your course. Unexcused tardiness is not acceptable and may result in a lower final grade as an indication of a lack of class participation. If a student misses more than one class session, the Assistant Dean will be contacted regarding the appropriate action to be taken.

Late Submissions: Unless otherwise approved by the instructor, late submissions will be penalized half-a letter grade for each day beyond the deadline.

Incomplete Assignments: Incompletes in the course must be approved by both the instructor and the Assistant Dean.

Georgetown University Policy: If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Required course textbooks

Andrew, Christopher. *For the President's Eyes Only* (New York: Harper Perennial, 1995)

Optional books

Daigler, Kenneth. *Spies, Patriots and Traitors: American Intelligence in the Revolutionary War* (Georgetown Press, 2014)

Richelson, Jeffery. *The US Intelligence Community* (Conn: Westview Press, 2014)

Goldman, Jan. *Words of Intelligence: A Lexicon for the Intelligence Professional* (Rowman and Littlefield, 2010).

COURSE SCHEDULES

SESSION 1: Course Introduction, Overview of Intelligence Studies.

Review the scope of the course and its objectives, ways to approach history, themes that guide our inquiry into the history of intelligence and sources in intelligence history.

SESSION 2: Terminology, Research and a Basic Understanding of Intelligence

Familiarize the students on the operational concepts and language employed within the United States Intelligence Community to include the individual duties and responsibilities of those that are employed in this field of work; understand the professional nature of intelligence work and the public's perception vs reality of the intelligence community.

Readings: Andrew, chapter
Blackboard: TBD

SESSION 3

Revolutionary War: Espionage, counterintelligence, and covert action had all been vital during that war against a powerful, better-funded, and better-organized British army. Washington and fellow patriots like Benjamin Franklin and John Jay directed a wide-ranging plan of clandestine operations against the British. Paul Revere was one of the first famous "intelligence" operatives, spreading the word throughout the countryside when British troops were first spied.

Readings: Andrew, chapter 1.
Blackboard: TBD

SESSION 4

The Civil War: During the Civil War, from 1861-1865, both the Union and the southern Confederacy engaged in and expanded on clandestine activities. While hot-air balloons – the forerunners of spy planes and today's satellites – were used to monitor troop movements and regiment size, less visible operations also gleaned important intelligence on both sides.

Readings: Andrew, chapter 1
Blackboard: TBD

SESSION 5

The First World War: By the time World War I started in 1914, the United States' ability to collect foreign intelligence had shrunk drastically because of budget cuts and bureaucratic reorganizations in the government. The State Department began small-scale collections against the Central Powers in 1916, but it wasn't until the United States declared war on Germany in 1917 that Army and Navy intelligence finally received more money and personnel. The Justice Department's Bureau of Investigation (later to become the FBI) began a counterintelligence role in 1916, and Congress passed the first federal espionage law in 1917.

Readings: Andrew, chapter 2
Blackboard: TBD

SESSION 6: World War II.

From Amateur to Professional Intelligence Officer: The first formal US intelligence organizations were formed in the 1880s: the Office of Naval Intelligence and the Army's Military Intelligence Division. The development of the U.S. Intelligence Community.

Readings: Andrew, chapters 3 and 4.

SESSION 7: Field Trip to Georgetown University Special Collections.

Students will be exposed to all 15, 000 books on intelligence held by the university's special collection.

The library holds a "remarkable collection of books on intelligence, spying, covert activities, and related fields, assembled by Col. Russell J. Bowen. The collection numbers more than 14,000 titles, including works on cryptography, signals intelligence, tradecraft of all kinds, and the application of modern technology to intelligence gathering. Approximately 11,000 titles are more fully indexed in The Electronic Database of the Russell J. Bowen Collection, published in 1991 by the National Intelligence Book Center and later updated....The collection is supplemented by another important intelligence library, gift of Elizabeth Bancroft. The Bowen Spy Fiction Collection The Bowen Collection is supplemented by a separately maintained collection of more than 3,500 titles in the spy fiction genre." Also, the library's Special Collections holds an extensive archive documenting all aspects of CIA Director Richard Helms from 1966-1973.

- (Georgetown University Special Collections,

<https://repository.library.georgetown.edu/bitstream/handle/10822/551516/5-Diplomacy.pdf>)

SESSION 8: World War II and the Formation of Central Intelligence.

With the United States' entry into World War II seemingly inevitable, President Franklin D. Roosevelt created the first peacetime, civilian intelligence agency in 1941 – the Office of the Coordinator of Information. The establishment of the Office of Strategic Services, the forerunner of today's Central Intelligence Agency.

Readings: Andrews, chapters 5 and 6
Blackboard: TBD

SESSION 9: Cuban Missile Crisis

Crisis Management and the role of intelligence during this 1962 crisis will be explored. This class will be a case study of classic use of intelligence, counter-intelligence and policy in international relations.

Readings: Andrew, chapter 7.
Blackboard: TBD

SESSION 10: Cold War – I (part I):

This period of US intelligence history has dominated both in its demands for understanding of the Soviet Union's strategic intentions and in satisfying the global intelligence requirement of a super power engage in issues from war fighting and peace keeping to economic competitiveness and political and social change. It was also the period in which the Intelligence Community grew significantly both organizationally and professionally with the maturing of technical collections. Finally, it was a time when the United States worried about traitors in its midst.

Readings: Andrew, chapter 8.
Blackboard: TBD

SESSION 11: Cold War – II (part II): Continuation from previous week.

Readings: Andrew, chapter 9.
Blackboard: TBD

SESSION 12: Guest Lecture.

A historian from one of the 17 intelligence agencies will speak on their interpretation of their organization's role in the U.S. Intelligence Community, and its future in preparing for future threats. (Instructor personally knows half the historians in the intelligence community, additionally, I can get a speaker from the National Security Archive at George Washington University.)

Readings: Blackboard: TBD

SESSION 13: Post-Cold War.

International terrorism, cyber warfare, extreme economic pressures, and technological advancements are all different aspects facing national security policy and the U.S. Intelligence Community. Civil liberties and the future of oversight of intelligence activities will also be the focus on this final lecture course.

Readings: Blackboard: TBD

SESSION 14: (Optional): Field Trip: Spy Museum

Students will get a visual and oral interpretation of the scope of U.S. history in intelligence. Special arrangements will be made via personal contacts with museum officials for a reduced rate; families will encouraged to attend.