**Crossing the Line: Treason, Terrorism and Betrayal (LSHV-542)**

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Summer Semester 2021 Office Hours By Appt.

Mondays, 6:00 – 9:00pm

Zoom Class

**Course Description:**

This course will employ an interdisciplinary approach to examine the motivations and situations that lead some individuals to pose a threat to U.S. national security. The course will draw on a range of disciplines and approaches including anthropology, psychology (cognitive, cultural, social, forensic), linguistics, narratology, and positioning theory, among others, to gain insight into the decision-making calculus that lead certain individuals to “cross the line”, i.e. to make personal decisions to take actions that will ultimately damage U.S. national security.

The course qualitatively divides threats by individuals to U.S. national security into three categories: treason, terrorism and betrayal. The first third of the course will focus on individuals who have agreed to work as an agent of a foreign government to provide protected U.S. information damaging to U.S. national security. Various frameworks and analytic approaches that have been used to understand their behavior will be introduced and critiqued.

The second third of the course will focus on terrorism and the analytic attempts to understand the pathways that lead to radicalization and potentially extremist behavior directed at the U.S. by individuals. The final third of the course will focus on betrayal by individuals who have obtained security clearances but have violated their secrecy agreement through the unauthorized release of classified information to the public that endangers U.S. national security.

**Course Learning Objectives:**  Upon completion of this course, students will be expected to:

 1. Understand and apply frameworks and approaches that have been used to gain insight into the behavior of U.S. citizens who have been recruited by foreign governments to provide information damaging to US. national security.

 2. Critically assess and critique the various approaches offered by academics and government agencies to understand the radicalization process and individual pathways to extremist behavior directed at the U.S.

3. Gain insight into mindset of individuals with access to classified information who have engaged in the unauthorized release of classified information to the public endangering U.S. national security

4. Explain the methodological challenges of applying behavioral frameworks and methodologies used to gain insight into individuals who pose a threat to U.S. national security.

**Instructional Methodology:** This course will be a combination of lecture, class discussion, in-class exercises and presentations by two guest speakers in selected sessions. Students will find that having some basic knowledge of the U.S. intelligence community would be useful.

**Course Expectations:** Students are expected to read all course materials and fully participate and make contributions to class discussions. In addition, critical thinking skills will be assessed through analytic papers that provide students an opportunity to use various behavioral approaches to explain the actions of individuals who are viewed as threats to U.S national security.

**Course Requirements and Means for Assessment:**  Students will write three papers during the course of the semester. Detailed guidelines will be posted on Canvas and reviewed in class. Students will submit two target studies and a final term paper submitted via email during finals week.

**Target Analysis Paper #1:** Students will prepare a short, concise target study applying a behavioral framework to assess the actions and decision-making of an individual who has committed espionage against the U.S. government. Students will draw on their analysis to make claims regarding the individual’s decision to commit espionage. The paper will be double spaced and not exceed 2000 words and will be **DUE** **28 June 2021.** This paper will be worth **25 points**.

**Target Analysis Paper # 2:** Students will prepare another short, concise target study applying a radicalization framework to offer insight into the radicalization pathways of individuals known to be engaged in violent extremism. Students will draw on their analysis to make claims about behavioral pathways that lead individuals to become radicalized to the point where they become involved in violent extremist behavior. The paper will be double spaced and not exceed 2000 words and will be **DUE** **26 July 2021.** This paper will be worth **25 points**.

**Term Paper:** Students will write a term paper that is either an in-depth study of a particular individual who posed a threat to U.S. national security; or, alternatively, a study that compares, analyzes and critiques two behavioral approaches or methodologies used to assess and understand the actions of individuals who threaten U.S. national security. Students will be required to have topics pre-approved by submitting a one-page paper specifying the title of the proposed term paper, the specific claim the paper asserts and a short, selected bibliography. The project statement is **DUE 19 July 2021.** This paper will be worth **40 points** and can only be submitted during finals week via email.

**Class Participation** The ability to verbally present ideas clearly and concisely as well as accurately summarize the positions of others is a skill highly valued in the workplace. It is developed over time through practice and experience. Students will be encouraged to share their reasoned opinions and critical analyses of the course material in class discussions. Class participation will be worth **10 points.**

 **Total Points: 100**

**Grading Policy** is as follows:

Grade Quality Points Grade Description

A 4.0 I Incomplete

A- 3.67 W Withdrawal

B+ 3.33 AU Audit

B 3.0 NR No Grade Reported

B- 2.67

C 2.0

F 0.0

Grades are assigned according to the following grading scale:

A 100-94

A- 93-90

B+ 89-87

B 86-84

B- 83-80

C 79-70

* All late assignments will be penalized two-thirds of a letter grade (i.e., from an A to a B+) for each day or fraction of a day late.
* No student can pass this course without completing all of the assignments.
* Students are responsible for retaining a copy of their papers until they have received a grade.

**Academic Resource Center**: 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.

**Copyright:** The materials used in Georgetown University courses (“Course Materials”;) generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course materials may only be used by students enrolled in the course for academic (course-related) purposes. Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

**Instructional Continuity**: Class will be held virtually through the Zoom function. And asynchronous assignments outside scheduled class time.

**Class Etiquette**: The use of laptops in class is allowed but only to support ongoing in-class activities.

**Canvas**: All assignments will be posted on our course Canvas site. Students should check this site regularly for announcements and details on course assignments. To that end, the assignments listed on the syllabus may be subject to minor changes throughout the semester. If changes are made, they will be announced in class as well as posted on Canvas.

**Academic Honesty**: Please be certain that you understand Georgetown’s policy on academic honesty. The relevant section of the Graduate Bulletin is at: http://grad.georgetown.edu/academics/policies/graduate-student-bulletin-2014-15/sec-VI. The undergraduate Honor Council pamphlet may also be useful in understanding what plagiarism is, as it contains several examples. It is available at: https://honorcouncil.georgetown.edu/whatisplagiarism.

**Required Reading**: The following books are required for this course –

Peter Bergen, United States of Jihad (2016)

Robert David Booth, State Department Counterintelligence: Leaks, Spies and Lies (2014)

Scott W. Carmichael, True Believer: Inside the Investigation and Capture of Ana Montes, Cuba’s Spy Master (October 2009)

Katherine C. Donahue, Slave of Allah: Zacarias Moussaoui vs. The USA (2007)

Capturing Jonathan Pollard, Ronald J. Olive (2006)

Michael J. Sulick, American Spies: Espionage Against the United States from the Cold War to the Present (2013)

David Wise, Spy: The Inside Story of How the FBI’s Robert Hanssen Betrayed America (2003)

**Course Outline:**

Week One: Course Introduction – What Does It Mean to Cross the Line?

(24 May 2021)

 James B. Bruce, Keeping U.S. National Security Secrets: Why is This So Hard?, Journal of U.S. Intelligence Studies, Vol. 22, No.2, pp. 47-54.

 Jerrold Post, et al., The Changing Face of Terrorism in the 21st Century: The Communications Revolution and the Virtual Community of Hatred, Behavioral Sciences and the Law, 32, 306-334, 2014.

Review of the Unauthorized Disclosures of Former National Security Agency Contractor Edward Snowden, House Permanent Select Committee on Intelligence, September 15, 2016.

Week Two: Memorial Day Holiday (31 May 2021)– No class

**Treason**

Week Three: Trying to Understand the Spies Among Us (7 June)

 Ursula Wilder, The Psychology of Espionage and Leaking in the Digital Age, Studies in Intelligence, Vol. 61, No.2 , 1-17, (June 2017).

 Ursula Wilder, The Psychology of Espionage, Studies in Intelligence, Vol. 61, No.2 , 19-36, (June 2017).

 Lisa A. Kramer and Richards J Heuer, Jr, America’s Increased Vulnerability to Insider Espionage, International Journal of Intelligence and Counterintelligence, 20, 50-64, 2007.

 David L. Charney, True Psychology of the Insider Spy, NOIR: A White Paper, 1-34, 2014.

Randy Burkett, An Alternative Framework for Agent Recruitment: From MICE to RASCLS, Studies in Intelligence, Vol 57, No. 1, 49-57, (March 2013).

 Katherine L. Herbig, Changes in Espionage by Americans: 1947-2007, Defense Personnel Security Research Center, vii-71, (March 2008).

Eric Shaw and Laura Sellers, Application of the Critical-Path Method to Evaluate Insider Risks, Studies in intelligence Vol. 59, No. 2, pp .1-8, June 2015.

Week Four: Soviet Successes – Ames, Hanssen and Nicholson (14 June)

 Tim Weiner, Why I Spied: Aldrich Ames, New York Times Interview, 31 July 1994

 An Assessment of the Aldrich H. Ames Espionage Case and Its Implications for U.S. Intelligence, Senate Select Committee on Intelligence, 1- 43, 1 November 1994. (Available online)

 David Wise, Spy: The Inside Story of How the FBI’s Robert Hanssen Betrayed America, 2003.

 Sulick, Chaps. 18, 19, 20

Week Five: Cases Studies – (China) Larry Chin and (Israel) Jonathan Pollard

 (21 June)

Sulick, Chap 15, 16

Ronald Olive, Capturing Jonathan Pollard (2006)

Week Six: Driven by Ideology – The True Believers: Ana Montes, Kendall and Gwendolyn Meyers (28 June)

Sulick, Chaps 24, 25

Booth, Chaps 1-4

Scott W. Carmichael, True Believer: Inside the Investigation and Capture of Ana Montes, Cuba’s Spy Master (October 2009)

Guest Speaker: Peter Lapp, FBI Case Agent for the Ana Montes case, The Cuban penetration of the U.S. Government.

**First Paper Due**

Week Seven: Independence Day Holiday (5 July) - No class

**Terrorism**

Week Eight: Terrorism – The Struggle to Understand The Radicalization Process/Jihadi Radicalization

 (12 July)

 Randy Borum, Radicalization into Violent Extremism I: A Review of Social Science Theories, Journal of Strategic Security, pp. 7–35, (2011).

 Randy Borum, Radicalization into Violent Extremism II: A Review of Conceptual Models and Empirical Research, Journal of Strategic Security, pp. 37 – 61, (2011).

 Clark McCauley and Sophia Mosalenko, Understanding Political Radicalization: The Two Pyramids Model, American Psychologist, Vol.73, No.3, pp. 205-216, 2017.

 John Horgan, From Profiles to Pathways and Roots to Routes: Perspectives from Psychology on Radicalization into Terrorism, Annals of the American Academy, 618, p 80 – 94, July 2008.

William Costanza, Adjusting Our Gaze: An Alternative Approach to Understanding Youth Radicalization, Journal of Strategic Security, Vol. 8, No. 1-2 p. 1-15 (2015).

Recruitment and Radicalization of School-Aged Youth by International Terrorist Groups, Homeland Security Institute, April 23, 2009.

Phillip L. Hammack, The Cultural Psychology of Palestinian Youth: A Narrative Approach, Culture and Psychology, 16(4) pp. 507-537, 2010.

Andrea Elliot, Where Boys Grow Up to Be Jihadis, New York Times, November 25, 2007.

Donahue, Slave of Allah, Chaps. 1, 4, 5, pp. 87-99.

Week Nine: Homegrown Radicalization (19 July)

Jytte Klausen, A Behavioral Study of the Radicalization Trajectories of American “Homegrown” Al-Qaida Inspired Terrorist Offenders, Office of Justice Programs, U.S. Department of Justice, p. 1 – 53, November 2016.

Bergen, Chaps. 1 – 6.

**Final Term Paper Project Statement Due**

Week Ten: Radicalization of the Violent Far-Right (26 July)

 J. Reid Meloy et al., The Warning Behaviors of Anders Breivik, Journal of Threat Assessment and Management, Vol. 2, No. 3-4, pp. 164-175, 2015.

 Harri Virtanen, The King of Norway: Negative Individuation, the Hero Myth, and Psychopathic Narcissism in Extreme Violence and the Life of Anders Behring Breivik, Journal of Analytical Psychology, 58, pp. 657-676, 2013.

 Allison Reese, From Ruby Ridge to Oklahoma City: The Radicalization of Timothy McVeigh, Scholars Common, U. of South Carolina, Fall 2018.

 Timothy G. Baysinger, Right-Wing Group Characteristics and Ideology, Homeland Security Affairs, Vol. II, No.2 (July 2006)

**Second Paper Due**

**Betrayal**

Week Eleven: Betrayal – The Insider Threat/Evaluating Insider Risk (2 August)

 Assessing the Mind of the Malicious Insider: Using a Behavioral Model and Data Analytics to Improve Continuous Evaluation, Intelligence and National Security Alliance (INSA), April 2017.

 Terrance J. Thompson, A Psycho-Social Motivational Theory of Mass Leaking, International Journal of Intelligence and Counterintelligence, 31:1, pp 116-125, 2017.

Eric Shaw and Laura Sellers, Application of the Critical-Path Method to Evaluate Insider Risks, Studies in intelligence Vol. 59, No. 2, pp .1-8, June 2015.

A Preliminary Examination of Insider Threat Programs in the U.S. Private Sector, Intelligence and National Security Alliance (INSA), September 2013.

Dawn Cappelli et al., Common Sense Guide to Prevention and Detection of Insider Threats, Third Edition, Version 3.1, Software Engineering institute, Carnegie Mellon University, pp. 1-24, January 2009.

Guest Speaker: Ashleigh Diserio, Behavioral Analyst, Dept. of Energy, Insider Threat Unit. – Holistic Approach to Insider Threat Risk

Week Twelve: Unauthorized Disclosures – Snowden and Manning (9 August)

 Tamsin Shaw, Edward Snowden Reconsidered, New York Review of Books, September 13, 2018.

 Peter C. Oleson, Assessing Edward Snowden: Whistleblower, Traitor, or Spy?, The Intelligencer, Journal of U.S. intelligence Studies, Vol 21., No. 2, pp. 15-23, Summer 2015.

 Benjamin B. Fischer, “Tinker, Tailor, Soldier, Snowden”, International Journal of Intelligence and Counterintelligence, 32:1, pp178-191, 2018.

 <https://www.pbs.org/wgbh/pages/frontline/wikileaks/bradley-manning/timeline/>

There are two holidays (Memorial Day and Independence Day) that fall on class days. To make-up that time students will be assigned the following movies to watch and provide reflections during the following scheduled the class. The films will include: Breach (a fictionalized presentation of the Hanssen case); Imperium (a fictionalized account of the FBI penetration of a right wing group); and Documenting Hate: New American Nazis (FRONTLINE documentary).