American Public University System

School of Security and Global Studies
INTL412
Espionage and Counterespionage
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite: INTL 300 recommended

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Instructor Information

Instructor:
Office Hours: 2 hrs/wk if teaching 2+ courses (1hr/wk for 1 course), and by appointment

Please contact me through the Messages tab in the classroom.

After the class is over, you can reach me at: @mycampus.apus.edu

Course Description (Catalog)

INTL412 Espionage and Counterespionage (3 credit hours)
This course studies the history of intelligence and espionage and reviews ancient espionage techniques, profiles famous agents throughout history, and includes, briefly, intelligence issues such as SIGINT and HUMINT. The bulk of the course concentrates on 20th Century espionage and counterespionage, assessing changes in intelligence collection and priorities and analyzing how technological changes have affected intelligence collection.

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#### Course Scope

INTL 412 provides a broad overview of a variety of INTs, emphasizing HUMINT, and to a lesser degree, SIGINT and IMINT, and a study of the technologies associated, as well as an introduction to the issues currently facing the US intelligence community.

#### Course Objectives

After successfully completing this course, you will be able to:

**CO 1.** Describe the early uses of intelligence and have a familiarity with intelligence terminology.

**CO 2.** Describe how the major combatants in World War I, World War II, and the Cold War used intelligence.

**CO 3.** Evaluate the effect that the misuse or misunderstanding of intelligence has on decisions.

**CO 4.** Describe the role that post-World War II intelligence services have played in the worldwide intelligence arena, and demonstrate an awareness of famous agents in history.

**CO 5.** Assess the effect of technological changes on intelligence collection.

**CO 6.** Assess current and future trends in espionage against U.S. interests.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

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Course Resources

Required Course Textbooks


- Please visit [http://apus.libguides.com/er.php](http://apus.libguides.com/er.php) and search by the course number (ex: LITR210) to access your required resources.

The following book is recommended:


Required Readings

- Peer-reviewed journal articles, book chapters, external websites and other assigned readings are found in the Lessons area of the classroom.
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- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

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Evaluation Procedures

The course grade is based on the following assessments:

**Forum discussions – 25 percent**

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates by Sunday at 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

**Midterm assignment – 35 percent**

This assignment is a take-home essay assignment of 6-8 pages to test knowledge and assimilation of the course objectives. The requirements for the midterm assignment are found in the Assignments area of the classroom.

**Final assignment – 40 percent**

This assignment will be a reflective evaluation of espionage and counterespionage. The requirements for the final assignment are found in the Assignments area of the classroom. This assignment will be 10-12 pages including research and analysis.

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8 – Week Course Outline

Week 1: Introduction to Espionage

Learning Outcomes:
CO 1. Describe the early uses of intelligence and have a familiarity with intelligence terminology.

Assignments: Complete all required forums.

Required Readings:


Recommended Optional Material


**Week 2: Espionage and Counter-espionage Development: Pre-WWI to WWII**

Learning Outcomes:
CO 1. Describe the early uses of intelligence and have a familiarity with intelligence terminology.
CO 2. Describe how the major combatants in World War I, World War II, and the Cold War used intelligence.

**Assignments:** Complete all required forums.

**Required Readings:**


**Recommended Optional Material**


US Army. 1918. Instructions for Regimental Intelligence Service. Fort Huachuca, AZ.


**Week 3: Espionage and Counter-espionage Development: WWII into the Cold War Era**

Learning Outcomes:
CO 2. Describe how the major combatants in World War I, World War II, and the Cold War used intelligence.
CO 3. Evaluate the effect that the misuse or misunderstanding of intelligence has on decisions.

**Assignments:** Complete all required forums.

**Required Readings:**


Chapters: 1, 4, 7, 10, and 11

**Recommended Optional Material**


Wilson Center. "Venona Project and Vassiliev Notebooks Index and Concordance." Cold War International History Project.


**Week 4: Role of Intelligence in the Cold War**

Learning Outcomes:
CO 3. Evaluate the effect that the misuse or misunderstanding of intelligence has on decisions.
CO 4. Describe the role that post-World War II intelligence services have played in the worldwide intelligence arena, and demonstrate an awareness of famous agents in history.

**Assignments:** Complete all required forums and Mid-Term Assignment Due.

**Required Readings:**


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**Recommended Optional Material**


**Week 5: The Role of Intelligence in the Post-Cold War Era**

Learning Outcomes:
CO 3. Evaluate the effect that the misuse or misunderstanding of intelligence has on decisions.
CO 4. Describe the role that post-World War II intelligence services have played in the worldwide intelligence arena, and demonstrate an awareness of famous agents in history.
Assignments: Complete all required forums.

Required Readings:


“Law Enforcement, Counterterrorism, and Intelligence Collection in the United States Prior to 9/11.” Staff Statement No. 9: 1-12


Recommended Optional Material


Week 6: Spy Technology in WWII and the Cold War

Learning Outcomes:
CO 5. Assess the effect of technological changes on intelligence collection.

Assignments: Complete all required forums.

Required Readings:


Recommended Optional Material

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Week 7: Spy Technology in the Post-Cold War Era

Learning Outcomes:
CO 5. Assess the effect of technological changes on intelligence collection.

Assignments: Complete all required forums and submit final paper.

Required Readings:


Recommended Optional Material


Week 8: Current and Future Espionage and Counter-Espionage Trends

Learning Outcomes:

Assignments: Complete all required forums.

Required Readings:


Clapper, James R. 2013. “Statement for the Record: Worldwide Threat Assessment of the U.S. Intelligence Community.” Senate Select Committee on Intelligence. 1-30

**Recommended Optional Material**


**Policies**

Please see the [Student Handbook](http://www.apus.edu/Online-Library/tutorials/chicago.htm) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](http://www.apus.edu/Online-Library/tutorials/chicago.htm)
- [Plagiarism Policy](http://www.apus.edu/Online-Library/tutorials/chicago.htm)
- [Extension Process and Policy](http://www.apus.edu/Online-Library/tutorials/chicago.htm)
- [Disability Accommodations](http://www.apus.edu/Online-Library/tutorials/chicago.htm)

**Citation and Reference Style**

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University. See [http://www.apus.edu/Online-Library/tutorials/chicago.htm](http://www.apus.edu/Online-Library/tutorials/chicago.htm). All written submissions should be submitted in Times New Roman 12pt font with 1” margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.
Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Deductions:
Late forum posts can be penalized up to 5 points per day
Late assignments can be penalized up to 5 points per day

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support
your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**Request a Library Guide for your course**
(https://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.
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Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

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