U.S. INTELLIGENCE COMMUNITY: AN INTRODUCTION TO INTELLIGENCE AND NATIONAL SECURITY (Fall 2022)

COLLEGE OF CHARLESTON
Political Science 339
Tuesday/Thursday 1730-1845
Maybank Hall 307

Instructor - Frank V. Emerson
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Office Hours by Appointment

OBJECTIVES
A. Understand Structure of U.S. Intelligence Community and Intelligence Process.
B. Learn BLUF (Bottom Line Up Front – what and so what analytical framework) communication method.
C. Understand intelligence briefings and prepare and deliver two formal briefings as part of the grade in the class.
D. Understand how to prepare a written intelligence product and prepare two as part of the grade in the class.
E. Learn and apply the Five Major Intelligence Collection Disciplines.
F. Understand how the U.S. policy and intelligence communities engage.

COURSE DESCRIPTION
The U.S. Intelligence Community is a vital institution and plays a critical role in supporting, informing, and advising the President, Congress, and policymakers at the highest levels to advance national security and protect the homeland. Intelligence Studies is an ever-growing field of importance as government agencies within the intelligence, military, homeland, law enforcement, and diplomatic communities seek students with a background in the field. This course will provide students with a foundation in U.S. intelligence capabilities and processes. The course will highlight the core missions of collection, production and dissemination, counterintelligence, and covert action while surveying the use of intelligence in transnational issues such as counterterrorism, counterproliferation, and counternarcotics. Students, through real life scenarios and interactive experiential learning processes, will learn the various collection disciplines and begin to function as intelligence officers. Assignments will be tailored to develop the student's analytic skills to produce actionable and finished all-source written and oral intelligence products for senior national security decision makers.
All assignments are intended to build communication methods and analytical skills, utilizing the Bottom Line Up Front Method (BLUF), as used by U.S. intelligence officers and policy makers in the process of delivering intelligence and forming and implementing policy. Assignments and classes will be based on experiential learning methods to bring the world of intelligence and national security to the classroom.

No prerequisites are required but a foundation in policy, government, and international relations are helpful for understanding the context of the course. Attendance is required and class participation is 25% of the overall grade.

REQUIRED BOOKS - PURCHASE
“INTELLIGENCE from Secrets to Policy” 9th Edition by Mark M. Lowenthal
“The 5 Disciplines of Intelligence Collection” by Mark M. Lowenthal and Robert M. Clark

USEFUL WEBSITES
Foreign Policy Magazine: www.foreignpolicy.com
Central Intelligence Agency: www.cia.gov
Director of National Intelligence: www.odni.gov
Defense Intelligence Agency: https://www.dia.mil
National Security Agency: www.nsa.gov
National Geospatial-Intelligence Agency: https://www.nga.mil/Pages/Default.aspx
U.S. Senate Oversight: www.intelligence.senate.gov
U.S. White House: https://www.whitehouse.gov/priorities/
U.S. State Department: https://www.state.gov
Department of Defense Joint Chiefs of Staff: https://www.jcs.mil
USEFUL JOURNALS
CIA’s Center for the Study of Intelligence: https://www.cia.gov/resources/csi/
Armed Forces Journal: www.afji.com

ATTENDANCE
Attendance is required due to participation requirements of the class. Illnesses and other unforeseen circumstances will be excused through discussion with the instructor. Class participation is worth 25% of the final grade.

GRADING POLICY
The following weight will be given in determining final grades:

Class Participation 25%
First Formal Intelligence Briefing – 12.5% (10/11/22)
First Written Intelligence Product – 12.5%(10/11/22)
Second Formal Intelligence Briefing – 12.5% (11/15/22)
Second Written Intelligence Product – 12.5% (11/15/22)
Test 1 – 12.5% (10/06/22)
Test 2 – 12.5% (12/01/22)

Grading Scale: A 94-100; A-90-93; B+ 87-89; B 83-86; B-80-82; C+ 77- 79; C 73-76; C-70-72; D+ 67-69; D 63-66; D-60-62; F <60

ACCOMODATIONS
Any students who have special learning needs or concerns are encouraged to speak with me directly. If accommodations are needed, please let me know as soon as possible. Finally, the Center for Disability Services provides a comprehensive list of accessibility resources available at: http://disabilityservices.cofc.edu/

SPECIFIC PROGRAM REQUIREMENTS AND TECHNOLOGY
Students are required to have basic access to technology, including regular internet service and a computer with requisite software to take this online course. Course will utilize reading materials, websites, and documentaries. If you do not have access to sufficient material or technological resources for this purpose, please let me know. Resources are available to provide students with or access to these essential tools.
HONOR CODE AND ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.
COURSE SCHEDULE AND ASSIGNMENTS

WEEK 1 (23-25 August 2022)

Class 1: Introductions, Expectations, and Overview of course objectives.
- Define U.S. IC and its 18 Organizations and Five Collection Disciplines.


Identify similarities and differences between State Dept. policy priorities and U.S. IC’s Threat Assessment. What’s our greatest national security threat?
**Class 2:** Biden Administration’s policy priorities and the U.S. IC’s Threat Assessment

*Students – Discuss similarities and differences. What’s most important to U.S. National Security?*

- Define the steps in policy making and the most important step.

**Assignment due for Class 3:** Read Chapters 11 and 12 of Intelligence From Secrets to Policy (From herein known as “Intelligence”)

What was the focus of the U.S. IC during the Cold War? How has that changed and what’s the same? What are transnational issues? Be able to identify today’s priorities in next class.

**Watch 60 Minutes segment on Victor Bout: Merchant of Death [https://www.youtube.com/watch?v=XvPGlVRKco](https://www.youtube.com/watch?v=XvPGlVRKco)**

Perfect example of a Transnational Intelligence issue tied to Nation-State and Geopolitical issues.

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**WEEK 2 (30 August – 1 September)**

**Class 3:** The Intelligence Agenda: Nation-States and Transnational Issues

*Students discuss today’s intelligence and national security priorities.*

- Define top priorities and the other actors who define top priorities.
- Understand how the Intelligence Cycle’s 6 steps and how it fits into the Policy Making process

**Assignment Due for class 4:** Read Chapters 1 and 2 of Intelligence

What is Intelligence? Why have it?

What are the major developments in U.S. intelligence?

**Watch documentary [https://www.youtube.com/watch?v=9o3mlVktTiQ](https://www.youtube.com/watch?v=9o3mlVktTiQ)**

"Wild Bill" Donovan: The Man Behind Roosevelt's WW2 Secret Spy Army
**Class 4: What is Intelligence and why is there a U.S. IC?**

*Students discuss the 4 major reasons for the U.S. IC.*

- Define intelligence and the major reasons for having it.
- Identify key aspects of legal framework

**Assignment due for class 5: Read Chapters 3 and 4 of Intelligence Understand the 18 IC Organizations and the Intelligence Process**

**Watch documentary [https://www.youtube.com/watch?v=0f1U9fWkEDs](https://www.youtube.com/watch?v=0f1U9fWkEDs) “How Women Mastered the Art of Espionage” | Secrets of War | Timeline**
WEEK 3 (6-8 September)

**Class 5: Structure of the U.S. IC and the Intelligence Process**

*Students discuss the IC’s organizations and the intelligence process.

**Assignment due for class 6: Read Chapter 5 of Intelligence. Understand the 5 Collection Disciplines. Identify the strengths and Weaknesses of the disciplines. Why Classify something?**

**Watch 60 Minutes Archive: Stealing America’s Secrets**
https://www.youtube.com/watch?v=KJVY69cQq1A

**Class 6: Collection and the Collection Disciplines**

*Students discuss the collection disciplines along with advantages and disadvantages

- Define ISR, All-Source, Processing and Exploitation, Sources and Methods, Classifications, and Five Eyes

**Assignment due for Class 7: Read Chapters 1, 2, and 3 of “The 5 Disciplines of Intelligence Collection” by Mark M. Lowenthal and Robert M. Clark (5 Disciplines)**

**Watch documentary “Spy Wars with Damian Lewis: The Man Who Saved the World”**
https://www.youtube.com/watch?v=9VdJi6Apepo
WEEK 4 (13-15 September)

**Class 7: OSINT and HUMINT**

*Students discuss aspects of OSINT and HUMINT
-Identify strengths and weaknesses and best targets for each discipline.

**Assignment due for class 8: Read Chapters 4 and 5 of 5 Disciplines.
**Watch documentary [https://www.youtube.com/watch?v=rUp72iSJt74 “Cold War Spy Technology: The Corona Spy Satellites “— CIA Documentary

**Class 8: SIGINT and GEOINT**

*Students discuss aspects of SIGINT and GEOINT
-Identify strengths and weaknesses and best targets for each discipline.

**Assignment due for class: 9: Read Chapter 6 of 5 Disciplines.
Week 5 (20-22 September)

**Class 9: MASINT**

*Students discuss aspects of MASINT  
- Explain what MASINT is. Identify strengths and weaknesses and best targets. Understand overlap with SIGINT and GEOINT.

**Assignment due for class 10:** Begin preparing one-page collection strategy and key intelligence question for first formal briefing.

**Class 10: Collection Strategy and Key Intelligence Question**

*Students write one-page strategy and key intelligence question during class and submit to OAKS by close of business 22 September.

**Assignment due for class 11:** Read Chapter 6 of Intelligence  
What does the Policy Maker want? What is value-added intelligence analysis? Current v Long-term intelligence? What are the 4 qualities that make “good intelligence?”
Week 6 (27-29 September)

**Class 11: Analysis**

*Students discuss the importance of value-added analysis and the analytical role in the six-step intelligence process.*
- Understand value-added intelligence, the relationship with policymaker, global coverage, objectivity, politicization, good intelligence, and conveying uncertainty,

**Assignment due for class 12: Read Chapter 7 of Intelligence.**
Who spies on whom? Who are the Five Eyes Partners? Who are the friendly intelligence agencies? Why do people commit espionage? Who is collecting against us?
**Watch documentary Highest Ranking CIA Agent Turned Spy | Ultimate Betrayal | Lockdown Documentaries**
https://www.youtube.com/watch?v=qbGt1RyyLtV8

**Class 12: Counterintelligence**

*Students discuss intelligence partners, reasons for committing espionage, leaks, and the 3 types/purposes of counterintelligence.*

**Assignment due for class 13: Prepare for Test 1.**

Week 7 (4-6 October)

**Class 13: CIA Recruiter and Review for Test 1**

**Class 14: TEST 1**

**Assignment due for class 15: Prepare for first formal briefing**
Week 8 (11-13 October)

**Class 15**: First Formal Briefing (12.5% of Grade) and First Written Intelligence Product (12.5% of Grade)

**Class 16**: First Formal Briefing (Continued)

**Assignment Due for Class 17**: Read Chapter 8 of Intelligence. What is Cover Action? Who does it? Why does the U.S. policy maker use it?

**Watch documentary about Covert Action during Cold War. “The USA’s Hidden Cold War Operations | Secrets Of War”**
https://www.youtube.com/watch?v=4XPtO2WDhik

Week 9 (18-20 October)

**Class 17**: Covert Action

*Students discuss the decision-making process and the range of covert action options.*

**Assignment Due for Class 18**: Read Chapter 9 of Intelligence. How is National Security Policy formed? Who are the main 5 involved in making national security policy? What are their main concerns and areas of expertise? How does the U.S. IC fit into the process? What’s the media’s role?

**Class 18**: The Role of the Policy Maker

*Students discuss the policy makers, the policy dynamics, processes and the tensions between the IC and the policy makers.*
- Know the five main loci of U.S. National Security Policy and understand the tensions between the U.S. IC and the policy makers and how those tensions develop.

**Assignment due for class 19**: Read Chapter 10 of Intelligence. Who oversees the U.S. IC? Who are the “Gang of 8”? What are the key oversight committees? What is FISA? What is FISC?
**Week 10 (25-27 October)**

**Class 19: Oversight and Accountability**

*Students discuss oversight of U.S. intelligence and each branch’s role.*

- Explain why FISA came into existence and what it does.

**Assignment due for class 20:** Read Chapter 13 of Intelligence.

Is secrecy consistent with a democracy? Is it necessary? Why is national interest questioned? Issues related to HUMINT and Covert Action?

**Watch documentary [https://www.youtube.com/watch?v=rUp72iSJt74](https://www.youtube.com/watch?v=rUp72iSJt74) Frontline’s “Secrecy, Politics and Torture”.

**Class 20: Ethical and Moral Issues in Intelligence**

*Students discuss the ethical and moral issues associated with the profession of intelligence.*

- Explain why Secrecy is consistent with a democracy when used properly under proper oversight controls and processes. Explain why Covert Action is just.

**Assignment due for Class 21:** Read Chapter 15 of Intelligence.

What is an important differentiation between authoritarian states and democracies? What are 3 significant differences between the UK and U.S.? What are China’s four major target areas? What’s the biggest catastrophe, according to Putin?

**Watch [https://www.youtube.com/watch?v=zdR-I35Ladk](https://www.youtube.com/watch?v=zdR-I35Ladk) “Chinese Spy Spill Secrets to Expose Communist Espionage”, by 60 Minutes Australia**
Week 11 (1-3 November)

**Class 21: Foreign Intelligence Services**

Students discuss differences in how authoritarian states and democracies structure their intelligence organizations.
- Understand China’s extensive collection activities. Identify key differences between the U.S. and foreign intelligence services. Identify a key intelligent irritant between the U.S. and Israel.

**Assignment due for Class 22:**

Watch first hour of The Putin Files: John Brennan - [https://www.youtube.com/watch?v=1iWbvJhbPaA](https://www.youtube.com/watch?v=1iWbvJhbPaA)

**Class 22: Foreign Intelligence Services (continued)**

Students discuss Russian intelligence activities and Putin’s guidance of the Russian intelligence services.

**Assignment due for Class 24:** Read the handout on investigating an international criminal (The New Yorker’s “The Hunt for El Chapo” and Documentary)
*Complete Worksheets on El Chapo and his organization and prepare to discuss.*

Week 12 (8-10 November)

**Class 23: FALL BREAK – NO CLASS 8 NOVEMBER**

**Class 24: U.S. IC and Federal Law Enforcement**

*Students discuss the intersection of Intelligence Analysis, Policy Planning and Implementation, and Law.*
**Week 13 (15-17 November)**

**Class 25:** Second Formal Briefing (12.5% of Grade) and Written Intelligence Product (12.5% of Grade)

**Class 26:** Second Formal Briefing (Continued)

**Week 14 (22-24 November)**

**Class 27:** Intelligence, State and Local Governments, and First Responders

**Class 28:** THANKSGIVING – NO CLASS 24 NOVEMBER

**Week 15 (29 November – 1 December)**

**Class 29:** REVIEW

**Class 30:** TEST (12.5%)

**Other Related Suggested Readings**

Defense Intelligence Agency Bookshelf and Podcasts for 2022

A Professional Intelligence Officer’s Reading List – See Below
A Professional Intelligence Officer's Reading List

If ever the word 'select' applied to a bibliography, it is here. There are no fewer than 10,000 books on various aspects of the intelligence profession. We chose the following 50 titles in consultation with Hayden Peake, the Curator of the CIA Library's Historical Intelligence Collection. The bulk of the commentary in this publication is Mr. Peake's, and the Historical Intelligence Collection is an impressive repository of the legacy of our profession and our service. An understanding of this legacy, and of the challenges faced and the decisions made by those who have gone before us, is the obligation of anyone who would lead in this organization. An accurate reckoning of our past is critical to setting our course for the future.

Introductory Books


2. William Johnson, Thwarting Enemies At Home and Abroad: How To Be A Counterintelligence Officer (Washington, DC: Georgetown University Press, 2009). A basic CI text written by a retired Agency CI officer. It does contain some dated terminology (e.g., defectors-in-place; an oxymoron), but is a sound treatment of the basics.


4. American Spies: Espionage Against the US from the Cold War to the Present (Washington, DC: Georgetown University Press, 2013). Sulick's books provide the best survey of espionage in the US. They include selected cases that illustrate the role espionage has played in the nation's government and security. The second volume includes cases he knows from firsthand experience.

5. Benjamin Weiser, A Secret Life: The Polish Officer, His Covert Mission, and the Price He Paid to Save His Country (New York: Public Affairs, 2004). Written with access to CIA documentation, A Secret Life tells the story of Ryszard Kukliński, a Polish officer serving on the Polish General Staff, who for more than 10 years was one of the Agency's most highly-placed assets in the Warsaw Pact. The book is excellent on what motivates an asset, and on the challenges of asset handling.

Espionage/Counterintelligence

6. William Hood, MOLE: The True Story of the First Russian Spy to Become an American Counter Spy (Washington, DC: Brassey's, 1993). This is the paperback edition in which Hood (Amos Booth in the text) was allowed to add footnotes and identify some of the characters by true name. George Kisevalter is Domnin in the text. This book tells the story of Peter Popov, the GRU walk-in who became the first Soviet agent recruited by the CIA.

8. Tom Mangold, *Cold Warrior: James Jesus Angleton, the CIA's Master Spy* (New York: Simon and Schuster, 1991). Based on in part on anti-Angleton sources, the book gives a wide-ranging perspective on the controversial 20 years Angleton headed the CI Staff. It should be read keeping in mind that Mangold doesn't get it all right. The best example of that is his analysis of the Loginov case. Still, it gives a good idea of the proper and improper procedures for handling CI cases.


10. Pete Earley, *Confessions of a Spy: The Real Story of Aldrich Ames* (New York: Putnam, 1997). Earley's work is in some respects the most complete treatment of the case. He interviewed Ames alone for 48 hours and then went to Moscow and interviewed Solomatin, among others. The Agency cooperated since several other books that got too much wrong about the case had been published.

11. Sandra Grimes and Jeanne Vertefeuille, *Circle of Treason: A CIA Account of Traitor Aldrich Ames and the Men He Betrayed* (Annapolis, MD: Naval Institute Press, 2002). The authors present a case arguing that it was analysis, albeit prolonged by bureaucracy, which solved the case. This of course is not the FBI point of view; it argues that it had an agent who gave Ames up before the authors did their analysis. It provides some new detail, e.g., crypts not published before, and aspects of the investigation.


13. Bob Drogin, *CURVEBALL: Spies, Lies, and the Con Man Who Caused A War* (New York: Random House, 2007). This book and Drumheller's present arguments regarding the CURVEBALL case that are in the public domain. Drumheller gives a firsthand account, while Drogin's is a secondhand account based on interviews. The case is important because of what it teaches about both CI and bureaucracy.

14. Stuart A. Herrington, *Traitors Among Us: Inside the Spy Catcher's World* (Presidio Press, CA: 1999). Herrington was involved in two very important Army CI cases. Clyde Conrad was a long term agent for the Hungarian service and thus the KGB. There is considerable detail on how he was eventually caught and sent to prison. The second case concerned James Bell, an Army specialist recruited in and caught in the USA. Herrington explains how it happened with FBI help. The detail is impressive.
Case Officer Memoirs

15. David Atlee Phillips, *Night Watch: 25 Years of Peculiar Service* (New York: Atheneum, 1977). One of the first after Dulles to publish a book, Phillips did so because he felt the Agency was getting biased coverage both from the Congress and the press. His story is of value for those who want to know about CA operations, especially in Latin America, and how the Agency dealt with the resulting controversies from 1953 to the mid-1970s.

16. Milt Bearden and James Risen, *The Main Enemy: The Inside Story of the CIA’s Final Showdown with the KGB* (New York: Random House, 2003). A fine treatment of how SE division functioned during the late 1980s and early 1990s, with interesting details about the Ames and Hanssen cases among others from the viewpoint of the division chief and his key staff.

Defector Memoirs

17. Victor Sheymov, *Tower of Secrets: A Real Life Spy Thriller* (Annapolis, ND: Naval Institute Press, 1993). Sheymov was in the 8th Chief Directorate, (SIGINT) and is one of the few defectors from that group. He tells how he was recruited, some of what he provided and how he was handled.

18. Oleg Gordievsky, *Next Stop Execution: The Autobiography of Oleg Gordievsky* (London: Macmillan, 1995). Gordievsky was one of MI6’s most valuable KGB agents. He tells his life story in the KGB, including how he was recruited by MI6, handled, summoned from London to Moscow by the KGB, interrogated, and how he escaped. There is considerable CI detail and is the only defector memoir that gives an accurate account of the escape.

19. Reza Kahlili, *A Time To Betray: The Astonishing Double Life of a CIA Agent inside the Revolutionary Guards of Iran* (New York: Threshold Editions, 2010). Kahlili (a pseudonym) is now living in the US, but was a productive agent and his book gives insight into the IRGC and other elements of Iran’s intelligence organizations and its treatment of dissenters, especially women.

20. Vladimir Kuzichkin, *Inside The KGB: Myth and Reality* (New York: Pantheon, 1993). Kuzichkin served in the illegals directorate of the KGB and is one of very few officers from there to provide firsthand details of how it functioned. He was stationed in Tehran and defected from there to MI6 with some CIA help.

Double Agents


22. Ben Macintyre, *Double Cross: The True Story of the D-Day Spies* (London: Bloomsbury Publishing, 2012). While covering the same general topic as Masterman, Macintyre’s book focuses on several of the most important double agent cases and tells the story from the agent’s point of view. It soon becomes clear that handling DAs can be a difficult
proposition, and the book is something of a primer on how the British handled difficult assets.

**Deception**

23. Thaddeus Holt, *The Deceivers: Allied Military Deception in World War II* (New York: Scribner, 2004). Although focused on World War II, the book covers all the basic principles, with many interesting examples and is by far the best account of deception in theory and practice.


**Covert Action**

25. Kermit Roosevelt, *Countercoup: The Struggle for the Control of Iran* (New York: McGraw-Hill, 1979). Roosevelt describes his role in the 1953 Iran coup that kept the Shah in power. For many years it was considered a textbook case of covert action. Some historians argue today that it was blind luck and that Roosevelt claimed too much credit for himself. The Iranian government still blames the CIA and uses the case to justify the taking of American hostages in 1979.


**CIA Histories & Director Biographies**

28. John Ranelagh, *The Agency: The Rise and Decline of the CIA* (New York: Touchstone, 1987). Although dated, there is no better treatment of the Agency history from its origins to the mid-1980s. Ranelagh interviewed retired and serving officers and others in various departments who had worked with CIA at all levels. In the revised paperback edition, there are still some errors. The most significant tells a story about Penkovsky making an overnight visit from London to Washington to meet President Kennedy.

29. Thomas F. Troy, *Donovan and the CIA: The History of the Establishment of the Central Intelligence Agency* (Frederick, MD: Aletheia Books, 1981). The best book on the topic; accurate, unbiased, thoroughly documented. It focuses on the bureaucratic, organizational, and political battles that track the transition from OSS to CIG to CIA. If you want to know how it all began and why Donovan was never director, this is the book to read.

dynamic director. It is valuable for what it shows about innovation, motivation, and the willingness to take risks. The appendix contains a transcript of a conversation the author had with Bob Woodward, who claimed that he had a deathbed conversation of sorts with Casey.


33. William Colby, *Honorable Men: My Life in the CIA* (New York: Simon and Schuster, 1978). Colby provides a viewpoint on his career from his OSS days, law school, to the CIA. He explains why he gave the "Family Jewels" to Congress, an act for which some never forgave him.

34. George Tenet, *At the Center of the Storm: The CIA During America's Times of Crisis* (New York: HarperCollins, 2007). Tenet deals with his long tenure as director, the 9/11 crisis, and what he really meant by "slam dunk." He explains his frustrations with an executive branch that did not take Agency warnings seriously when the warnings were accurate, and what happened when they relied on conclusions when they were wrong. It fills an important gap.


36. Robert Gates, *From The Shadows: The Ultimate Insider's Story of Five Presidents and How They Won The Cold War* (New York: Simon & Schuster, 1996). Memoirs by former directors are a good way to get a sense of the Agency at various times from operational, administrative and bureaucratic perspectives. Gates provides a particularly good viewpoint because he worked for numerous presidents during pivotal times. His views on the ending of the Cold War and the collapse of the Soviet Union are especially valuable.

### Bibliographies

37. George Constantinides, *Intelligence and Espionage: An Analytical Bibliography* (Boulder, CO: Westview Press, 1983). Although dated, this volume is a good place to start for books on intelligence. Constantinides was a CI officer and his descriptions of the books reflect his critical expertise.

38. Neal Petersen, *American Intelligence, 1775-1990* (Claremont, CA: Regina Books, 1992). Petersen does not annotate most entries so the reader must get an idea of content from the title and the section in which the book appears. This is the most recent bibliography on the topic, however, and the most comprehensive.
39. Christopher Andrew & Oleg Gordievsky, *KGB: The Inside Story of Its Foreign Operations from Lenin to Gorbachev* (London: Sceptre 1991). This is the paperback edition and the best treatment of the subject. Although the KGB no longer exists, the SVR and FSB are its linear descendants and knowledge of its origins and practices provide an essential background for understanding today’s operations.


41. ................................................................., *The World Was Going Our Way: The KGB and the Battle for the Third World* (New York: Basic Books, 2005). (Published in the UK as *The Mitrokhin Archive II: The KGB and the Third World*). In combination with the first volume, these two case oriented books leave no doubt as to the intentions of the Soviet Union in world politics and how it used the KGB in an effort to achieve its goals.

42. Christopher Andrew, *Defend The Realm: The Authorized History of MI5* (New York: Alfred A. Knopf, 2009). Although not an official history, which means that the content was chosen by Andrew, not MI5, it is the most comprehensive treatment of the topic ever published. It is based on primary sources, though not all are cited. This organization still works closely with its US counterparts and thus it is worth knowing its history.

43. Keith Jeffery, *MI6: The History of the Secret Intelligence Service 1909-1949* (New York: Bloomsbury, 2012). This is the paperback edition that has important corrections and additions to the first edition. Its coverage is not as broad as the MI5 history, but it is the best coverage available on the topic. As with the MI5 history, it includes many cases that involve the US intelligence agencies. These two books, together with Aldrich’s *GCHQ*, clarify the reasons the special relationship between the two countries is so important.

44. Richard J. Aldrich, *GCHQ: The Uncensored Story of Britain’s Most Secret Intelligence Agency* (London: HarperCollins, 2011). Though this book was not written with the help of the agency involved and therefore has errors, it is the only book on the topic. It deals in detail with the SIGINT relationship with NSA.

45. Dan Raviv and Yossi Melman, *Spies Against Armageddon: Inside Israel’s Secret Wars* (Sea Cliff, NY: Levant Books, 2012). This is an updated version of an earlier book on Israel’s intelligence services. The authors have good sources but not all are cited. They provide a thorough discussion of the various intelligence agencies in Israel and many of the cases with which they have been involved.

46. Ephraim Kahana & Muhammad Suwaed, *Historical Dictionary of Middle Eastern Intelligence* (Lanham, MD: Scarecrow Press, 2009). There is little available in open sources on the intelligence services of the Middle Eastern nations. This at least provides a selection of entries that mention them and some of the cases concerned. But it is not documented and should be used carefully.
47. Jefferson Adams, *Historical Dictionary of German Intelligence* (Lanham, MD: Scarecrow Press, 2009). Adams provides a good survey of German intelligence from the early the 20th century to 2009. He is an expert on the subject and is very reliable.


49. Michael Schoenhals, *Spying For The People: Mao's Secret Agents, 1949-1967* (New York: Cambridge University Press, 2013). The author is a China specialist and professor at Lund University, Sweden. This is a scholarly work based on interviews and recently obtained documents. It is a thoroughly documented assessment of domestic security operations and practices under Mao.

**Opposing Views**

50. Philip Agee, *Inside The Company: CIA Diary* (New York: Bantam, 1978). After this book was published in the UK in 1975, the US publishers ignored objections and published both hardback and paperback editions. The book has ironic value in Agee's description of how he was recruited. From a CI point of view it reveals what an officer gone wrong can do under our system. Agee violated his secrecy agreement but for some reason was never prosecuted. His second book, *On The Run*, explains how he wrote the book on the run in Europe and Cuba. He always denied he was a KGB agent, but after 1991, several senior KGB officers who ran him revealed that the KGB took his information and gave him money.