

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.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies

HLSS320

Intelligence and Homeland Security

Credit Hours: 3

Length of Course: 8 Weeks

Prerequisite: NONE

Course Description (Catalog)

This course introduces the student to the relationships between the U.S. intelligence community and the homeland security enterprise. In doing so, a historical perspective will be provided to highlight the increasingly important role intelligence has played and will play in securing the homeland. The course presents the evolving relationship between intelligence and the homeland security enterprise, with particular emphasis on the roles, capabilities and challenges of intelligence support to the homeland security enterprise.

Course Scope

As a 300-level course, this course provides a higher level of knowledge building on the material taught at the 200 level. The purpose and scope of this course is to enable the student to build a deeper understanding of the discipline.

Course Objectives

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

CO-1 Describe the historical development of U.S. intelligence and the U.S. intelligence community.

CO-2 Evaluate operations of the intelligence cycle.

CO-3 Examine the roles and responsibilities of U.S. intelligence community members at the federal, state, and local levels.

CO-4 Examine human and technical intelligence collection programs.

CO-5 Prepare a Red Cell Analysis.

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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 resources 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.

Course Resources

There is not an assigned text for this course. The readings consist of selected e-book chapters and journal articles.

Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: HLSS320) to access your required resources.

Weekly Lesson Notes and videos or audio files are found in the "Lessons" area of the classroom.

Evaluation Procedures

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 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Midterm assignment - 25 percent

This assignment is a 5-7 page (double-spaced) in-depth profile (Red Cell Analysis) on a selected international or domestic terrorist organization likely to conduct a terrorist attack in the United States to test knowledge and assimilation of the course objectives.

Progress assignment - 25 percent

This assignment is a 5-7 page (double-spaced) paper where the student describes how to collect and analyze intelligence on the terrorist group.

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Final assignment – 25 percent

This assignment is a paper assimilating the information from the first two papers and recommending counter-measures against the terrorist group to test knowledge and assimilation of the course objectives. In lieu of an abstract, an executive summary is required.

Grade Instruments	Percentage
Forum Discussions (8)	25
Midterm Assignment	25
Progress Assignment	25
Final Assignment	25
Total	100

8 – Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Course Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	History of U.S. Intelligence	CO(1)	Moore, A History of U.S. Intelligence	Introduction Forum Week One Forum
2	Intelligence Community Organization	CO(3)	Logan, A Brief Look at the Intelligence Community EO 12333 (as amended) U.S. Intelligence Community Legal Reference Book	Week Two Forum
3	Intelligence Process		Keithly, Intelligence Fundamentals Hulnick, What’s Wrong with the	Week Three Forum Midterm Assignment

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		CO(2) CO(4)	Intelligence Cycle? Blair Testimony - Ten Years After 9/11: Is Intelligence Reform Working? Part II	
4	Role of State and Local Law Enforcement and the Private Sector	CO(3)	Blum, The Department of Homeland Security and Intelligence: Past, Present, and Future Cordner & Scarborough, Connecting Police Intelligence with Military and National Intelligence Collins & Baggett, Private Security Intelligence & Homeland Security Werther, Fusion Centers and Beyond Eack, State and Local Fusion Centers: Emerging Trends and Issues Review Fusion Center Guidelines	Week Four Forum
5	Intelligence Collection		Norwitz, Disrupting Human Networks: Ancient Tools for Modern Challenges	Week Five Forum

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		CO(4)	Steele, Open Source Intelligence Intelligence collection programs	
6	Intelligence Analysis	CO(1) CO(2) CO(4) CO(5)	Tradecraft Primer Collier, Intelligence Analysis: A 9/11 Case Study Heuer, Analysis of Competing Hypotheses Heuer, Improving Intelligence Analysis	Week Six Forum Progress Assignment
7	Intelligence Oversight and Ethics	CO(3)	Riley & Schneider, Congressional Oversight of U.S. Intelligence Randol, The Department of Homeland Security Intelligence Enterprise: Operational Overview and Oversight Challenges for Congress	Week Seven Forum
8	Intelligence Challenges in Homeland Security	CO(2)	Burch, Assessing the Domestic Intelligence Model and Process Immerman, Intelligence and Strateav:	Week Eight Forum Final Assignment

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		CO(3)	Historicizing Psychology, Policy, and Politics	
		CO(4)		
		CO(5)	Mărgărit, Why intelligence? Intelligence and the challenges of the present	

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

Citation and Reference Style

Attention Please: Students will follow the APA Style as the sole citation and reference style used in written work submitted as part of coursework for this course.

See http://www.apus.edu/content/dam/online-library/resources-services/Fuson_2012_APA.pdf

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.

Netiquette

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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

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Request a Library Guide for your course (<http://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.

Selected Bibliography

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National Commission on Terrorist Attacks upon the United States. (2004). *The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks upon the United States*. New York: Norton.

Office of the Director of National Intelligence. (n.d.). Retrieved from <http://www.dni.gov/>