

## Intelligence Operations (HMSY 1340) Online



**Credit:** 3 semester credit hours (3 hours lecture)

**Prerequisite/Co-requisite:** Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment:  
<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

### Course Description

An informal course in the monitoring, collection, and evaluation of threat and/or incident information; organization and prioritization of threat and/or incident information; analysis of threat and/or incident information to enable conclusions; and the maintenance of OPSEC (Operations Security) and INFOSEC (Information Security). Topics include knowing the terrorist, identifying the terrorist group and its cell, detection of key terrorist activities, predicting an attack, and the new fields of terror, to include basic elements in deciphering body language during operational activities. *This course is time-bound, structured, and completed totally online.*

### Required Textbook and Materials

1. *Introduction to Intelligence Studies*; Jensen, McElreath and Graves; CRC Press, ISBN: 978-1- 4665-0003-7, 2013
2. Intelligence Handbook – provided by instructor
3. National Intelligence: a Consumer's Guide – provided by instructor

### Course Objectives

Upon completion of this course, the student will be able to:

1. Identify different types of intelligence information; collect and examine intelligence information. (SCANS: C1, C5, C6, C7, C8, C9, C14, C15, C18, F1, F2, F5, F6, F7, F8, F9, F10, F12, F13, F15, F17)
2. Collect and examine intelligence information. (SCANS: C1, C5, C6, C7, C8, C9, C14, C15, C18, F1, F2, F5, F6, F7, F8, F9, F10, F12, F13, F15, F17)
3. Conduct a target value assessment. (SCANS: C1, C5, C6, C7, C8, C9, C14, C15, C18, F1, F2, F5, F6, F7, F8, F9, F10, F12, F13, F15, F17)
4. Conduct a threat vulnerability assessment. (SCANS: C1, C5, C6, C7, C8, C9, C14, C15, C18, F1, F2, F5, F6, F7, F8, F9, F10, F12, F13, F15, F17)
5. Present an oral and written report on the results of the assessment. (SCANS: C1, C5, C6, C7, C8, C9, C14, C15, C18, F1, F2, F5, F6, F7, F8, F9, F10, F12, F13, F15, F17)

### SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its

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## Course Syllabus

research, the Commission determined that “workplace know-how” consists of two elements: foundation skills and workplace competencies.

### Course Outline

- A. An Overview of Intelligence
  - 1. What Is Intelligence?
  - 2. The Challenge of Defining Intelligence
  - 3. Information and Intelligence
  - 4. Types of Intelligence
  - 5. Functions of Intelligence Agencies
  - 6. Policymakers and Decision Makers
  - 7. Intelligence Foundations in U.S. Government
  - 8. U.S. Intelligence Community
  - 9. Purpose of Intelligence
  - 10. Limitations of Intelligence
- B. History of Intelligence in the United States
  - 1. Revolutionary War to Civil War
  - 2. Civil War to World War I
  - 3. Law Enforcement Intelligence
  - 4. The Palmer Raids
  - 5. World War I to Pearl Harbor
  - 6. World War II
  - 7. The Cold War
    - a. National Security Act of 1947
    - b. Early Days of the CIA
    - c. Korean War
    - d. Creation of the National Security Agency
    - e. Evolution of IMINT
    - f. Cuba
    - g. Vietnam Era
    - h. War at Home
    - i. Watergate and the Pike and Church Committees
    - j. The Carter Years
    - k. The Reagan Years: End of Cold War
    - l. End of the Soviet Union
  - 8. Emergence of Terrorism
  - 9. Espionage in 1980s and 1990s
  - 10. The Clinton Years
  - 11. 9/11 and Its Aftermath
  - 12. Intelligence Reform and Terrorism Prevention Act of 2004 and Creation of the Director of National Intelligence
  - 13. Recent Developments in the Struggle against Terrorism
- C. The IC Today
  - 1. Designated Federal Agencies and the DNI
    - a. Director of National Intelligence
    - b. Independent Agencies: CIA
    - c. Department of Energy: Office of Intelligence and Counter-intelligence
    - d. DHS: Office of Intelligence and Analysis
    - e. DHS: Coast Guard Intelligence
    - f. Department of Justice: FBI
    - g. Department of Justice: DEA
    - h. Department of State: Bureau of Intelligence and Research
    - i. Department of the Treasury: Office of Terrorism and Financial Intelligence
  - 2. Military Agencies
    - a. Army, Navy, Air Force, and Marines
    - b. Defense Intelligence Agency
    - c. National Geospatial-Intelligence Agency
    - d. National Security Agency
    - e. National Reconnaissance Office
  - 3. Federal, State, and Local Agencies
    - a. Federal Agencies
    - b. State and Local Police Agencies
  - 4. Private Sector
- D. Collection
  - 1. Considerations for Collection
    - a. Credibility Issues: Vetting the Source
    - b. Information: How Much Is Enough?
    - c. Protecting Sources and Methods
  - 2. First Step in Collection—You Need to Have a Plan
  - 3. Collection Methods: The "INTs"
    - a. Human Intelligence
    - b. Signals Intelligence
    - c. Geospatial Intelligence

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- d. Financial Intelligence
- E. Open Source Intelligence
  - 1. Barriers to Analysis
    - a. Murky World of IC
    - b. Psychological Barriers
    - c. Group Decision-Making
    - d. Bureaucratic Barriers: Politics and the Will of the Policymaker
    - e. Bureaucratic Barriers: Information Sharing
    - f. Security and Sharing: Inherent Tension
- F. Analytical Methods
  - 1. Critical Thinking
  - 2. Collaboration
  - 3. Structured Analytical Techniques
    - a. Understanding Our Assumptions: Key Assumptions Check
    - b. Considering All Sides of the Issue
    - c. Analysis of Competing Hypotheses
  - 4. Preparing for Whatever Comes: Scenarios
    - a. The Emperor's Clothes Are Fair
    - b. Game: Contrarian Methods
  - 5. Analytical Software
- G. Putting It All Together: The Intelligence Cycle
  - 1. Information and the Origin of the Intelligence Cycle
  - 2. The Intelligence Cycle
    - a. Step One: Planning and Direction
    - b. Step Two: Collection
    - c. Step Three: Processing
    - d. Step Four: Analysis
    - e. Step Five: Dissemination
    - f. Step Six: Evaluation
  - 3. Critical Reactions to the Intelligence Cycle
- H. Counterintelligence
  - 1. Defensive Counterintelligence
    - a. Classification Systems
    - b. Security Clearances
    - c. Counterintelligence Operations
  - 2. Offensive Counterintelligence
    - a. Catching Spies in the United States
    - b. International Operations
    - c. Disinformation
  - 3. Counterintelligence Operations Today
- I. Covert Operations
  - 1. Covert Operations
  - 2. Clandestine Operations
  - 3. Deception Operations
  - 4. Recent History of Covert and Clandestine Operations by the United States
  - 5. Military Covert Operations
  - 6. Legal Requirements upon the President to Report Intelligence Operations Covert Operations and the War on Terror
  - 7. Covert Operations a Good Idea?
- J. Constitutional Mandates—Overview of Executive, Legislative, and Judicial Roles
  - 1. Legal Origin of the Intelligence Community
  - 2. Intelligence and International Law
  - 3. Targeting and Assassination
  - 4. Fourth Amendment: Right to Privacy
  - 5. History of FISA
  - 6. 28 Code of Federal Regulations 23
  - 7. First Amendment Issues and Intelligence
  - 8. USA PATRIOT Act
  - 9. Intelligence Reform and Terrorism Prevention Act
  - 10. Terrorism and Legal Proceedings
  - 11. Classified Information Procedures Act
  - 12. Ethics
- K. Writing and Briefing for the Intelligence Community
  - 1. Writing
    - a. Types of Intelligence Writing
    - b. Writing for an Audience
    - c. How to Write Intelligence Products
    - d. Good versus Bad Intelligence Writing
    - e. The Art of Writing
    - f. The Writing Process
  - 2. Briefing
    - a. Basics of Public Speaking
    - b. Briefing Preparation
    - c. The Briefing
- L. Military Intelligence
  - 1. Purpose of Military Intelligence
  - 2. Types of Military Intelligence
  - 3. Command and Control
  - 4. The Military Intelligence Cycle

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### Course Syllabus

5. Evolution of Military Intelligence
  6. Current State of Military Intelligence
  7. Intelligence Role of the Commander
  8. Role of the Military Intelligence Officer
  9. The "2 Section"
  10. Military Intelligence Assets
  11. Intelligence Preparation of the Battlefield and Today's Threat Structure
  12. Military Intelligence within the National Defense Structure
    - a. United States Army
    - b. United States Navy
    - c. United States Marine Corps
    - d. United States Air Force
- M. Criminal Intelligence and Crime Analysis
1. History of Intelligence in Law Enforcement
  2. Law Enforcement and Intelligence
  3. Criminal Intelligence before the 9-11 Attacks
  4. Intelligence-Led Policing in the United States and the National Criminal Intelligence Sharing Plan
    - a. Fusion Centers
  5. Crime Analysis
    - a. Research behind Crime Analysis
    - b. Types of Crime Analysis
- c. Criminal Investigative Analysis
- d. Geographic Profiling
- N. Threats and Challenges for the Twenty-first Century
1. Threats
    - a. Natural Threats
    - b. Illicit Drug Production and Distribution
    - c. Border Security and Immigration Issues
    - d. Transnational Organized Crime
    - e. Human Trafficking
    - f. Intellectual Property Theft
    - g. Cyber Security
    - h. Weapons Trafficking
    - i. Terrorism
    - j. Failed States, Failing States, and Rogue Nations
  2. Future of Intelligence
    - a. Forecasting the Future
    - b. A Look Ahead
      - i. Technology
      - ii. Demographics
      - iii. Economic Trends
      - iv. Politics/Governance
  3. Vision 2015: How the DNI Defines the Future
    - a. Infrastructure and Technology Policy
    - b. Personnel

### Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

### Course Evaluation

Final grades will be calculated according to the following criteria:

- |                       |     |
|-----------------------|-----|
| 1. Chapter Tests      | 25% |
| 2. Assignments        | 25% |
| 3. Module Discussions | 10% |
| 4. Final Project      | 40% |

## **HMSY 1340 Online**

### **Course Syllabus**

### **Course Requirements**

1. This course is time-bound, structured and completed totally online.
2. During Week 1: there will be activities to familiarize the learner with the learning environment
3. You must log onto Blackboard at a minimum of 3 to 4 times a week.
4. You must participate in online discussions each week.
5. Prerequisite - Completed the Online Orientation and answered 5+ questions correctly on the Online Learner Self-Assessment:  
<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>
6. Students will be required to complete weekly unit assignments or tests. Assignments will be graded within two weeks, tests will be graded automatically.
7. Semester Project: Each student will research a topic in Intelligence and compose a three page report and a Power Point or You Tube video to support the findings of the report. The report will be double spaced and written in Arial 12 font.
8. Students may call instructor during office hours.
9. The Instructor will respond to e-mail communication within 48 hours Monday through Friday.

### **Course Policies**

1. Students will have one week to complete online assignments and tests. Tests will be automatically grade and recorded in Blackboard. Your final grade will be the average of your weekly assignments, tests and the score of the Semester Project.
2. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.

### **Technical Requirements**

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

<http://kb.blackboard.com/pages/viewpage.action?pageId=71860304>

A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

### **Disabilities Statement**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the online resource:

<http://www.lit.edu/depts/stuserv/special/defaults.aspx>

### **Course Schedule**

<b>Week</b>	<b>Topics</b>	<b>References</b>
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### Course Syllabus

1	Introduction, meet your instructor, meet classmates, Net Etiquette, Blackboard overview, test Intelligence Overview	Intelligence.Gov
2	Breakdown in Intelligence	Chief J.P. Doane
3	Chapter 1 An Overview of Intelligence Chapter 2 History of Intelligence in the United States	pp. 1-13 pp. 17 - 40
4	Chapter 3 The IC Today Chapter 4 Collection	pp. 53 - 73 pp. 79 -103
5	Chapter 5 Barriers to Analysis Chapter 6 Analytical Methods	pp. 107- 126 pp. 131- 147
6	Chapter 7 Putting It All Together: The Intelligence Cycle	pp. 151- 162
7	Chapter 8 Counterintelligence	pp. 165 - 180
8	Chapter 9 Covert Operations	pp. 185 - 199
9	SPRING BREAK	
10	Chapter 10 Constitutional Mandates	pp. 203 - 223
11	Chapter 11 Writing & Briefing for the Intelligence Community	pp. 229 - 251
12	Chapter 12 Military Intelligence	pp. 257 - 269
13	Chapter 13 Criminal Intelligence	pp. 273 - 288
14	Chapter 14 Threats & Challenges for the Twenty-First Century	pp. 293-312
15	Chapter 15 Future Intelligence	<a href="#">pp. 319 - 333</a>
16	Project Due May 6, 2013, Final Exam	

**Contact Information varies by instructor.**