

CENTRAL TEXAS COLLEGE
HMSY 1340
HOMELAND SECURITY INTELLIGENCE OPERATIONS

Semester Hours Credit: 3

Instructor: _____

Office Hours: _____

I. INTRODUCTION

This course will study the intelligence community, including the role and relationship of intelligence and law enforcement. Topics include the intelligence community structure, intelligence collection methods, cycle, management of intelligence operations, classification, production and analysis, assessment of targets, threat vulnerability and criminal intelligence and crime analysis. Understanding barriers to analysis and common errors of intelligence professionals will also be discussed. Source development will be conducted.

- A. This course is a required course in the Homeland Security – Emergency Management Associate of Applied Science Degree.
- B. This course is occupationally related and serves as preparation for careers in: Law Enforcement, Criminal Justice, and Corrections.
- C. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Introduction to Homeland Security, the student will:

- A. Describe and explain the different types of intelligence information and missions.
- B. Identify, collect and examine intelligence information and evaluate raw data.
- C. Analyze an intelligence-related situation or event.
- D. Demonstrate competency in presenting the results of an intelligence assessment.
- E. Conduct a target value assessment.
- F. Conduct a threat vulnerability assessment.
- G. Present an oral and written report on the results of the assessment.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through <http://www.ctcd.edu/books>.

IV. COURSE REQUIREMENTS:

- A. Class preparation: Students are required to prepare for class in advance according to the schedule presented in the syllabus. Students should read about the next lesson and come to class ready to enhance that knowledge. In-class time should be spent with the instructor to get as much help and to ask as many questions as possible pertaining to the lesson that was already prepared for at home. Students should ask the instructor questions in class, before or after class, during office hours, or by making an appointment. Students are also strongly encouraged to E-mail the instructor if time is of the essence.
- B. Reading Assignments: Students are required to read the assigned lessons from the text book. There will be a written quiz on each lesson. Vocabulary from each lesson will be used in oral conversation during the class following the assignment.
- C. Homework: Will be assigned on a regular basis and students are expected to complete it in a timely fashion. The instructor is under no obligation to accept overdue homework assignments.
- D. Project: Students may be required to submit one individual project.
- E. Everything submitted to your instructor is graded accordingly and therefore contributes in the outcome of your final grade.
- F. Class Performance: If a class is missed, it is students' responsibility to obtain the information missed during the class. The teacher will not repeat instructions or lessons for the classes the student misses. It is the student's responsibility to make arrangements to take an exam early if he or she will not be able to attend class on one of those days. Failure to notify the instructor will result in a grade of zero on that test/quiz. There are no make-up quizzes.
- G. Class Participation: The percentage of students grades are based on attendance and participation. The student will practice conversation with a partner during part of each class and will be graded on the effort put into these exercises.

V. EXAMINATIONS

- A. There will be a total of two exams: Midterm: Covering Chapters 1-6; Final: Covering Chapters 7-9 & 13. All exams are non-proctored.
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made up due to valid reasons.
- C. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. SEMESTER GRADE COMPUTATIONS

- A. It is the student's responsibility to complete the course requirements as defined within the syllabus.
- B. The final grade for this course will consist of the following:

Writing Assignments	20%
Exam Prep Questions	20%
Midterm Exam	20%
Final Exam	20%
Journal, Ethics and Research Assignments	20%
Total	100%

- C. Grading will be done on a straight scale:

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A	90-100%	90-100
B	80-89%	80-89
C	70-79%	70-79
D	60-69%	60-69
F	0-59%	0-59

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. An instructor cannot initiate a withdrawal based on the student's request. GoArmyEd students should contact their ACES counselor before withdrawing and do so through the GoArmyEd portal. All other students who desire to

withdraw from a course on or after the first scheduled class meeting must file an Application for Withdrawal with the local Central Texas College representative by the last date to withdraw. Students enrolled in distance learning courses and who do not have access to a local Central Texas College representative should submit a withdrawal form to EaglesOnCall@ctcd.edu or the Central Texas College Records Office in Killeen, Texas.

- It is the student's responsibility to withdraw him/herself from courses. Applications for Withdrawal will be accepted at any time before the completion of the 12th week of classes for 16-week courses, the sixth week of classes for eight-week courses, or the fourth week of classes for six-week courses.
- For non-GoArmyEd active military students, the effective date of withdrawal is the filing date with the Education Center. For all other students, the effective date of withdrawal is the date that the withdrawal application is received by the Central Texas College representative.
- Students who used financial aid, military tuition assistance, VA benefits, or other non-personal funds may be required to repay tuition and fees to the funding agency. For specific repayment requirements, contact the Office of Student Financial Aid or Veterans Services Office before withdrawing. Military tuition assistance students should visit their military Education Center or Navy College Office.
- Students may not withdraw from a class for which the instructor has previously issued the student a grade of "F," "FI," "FN," or "IP".

B. Administrative Withdrawal: A student may be administratively withdrawn by a designated member of the Registrar's Office under the following conditions:

- The student has been placed on Academic Suspension or Disciplinary Suspension;
- The student has an outstanding financial obligation owed to the college; or
- The student registered for a course without the required prerequisite or departmental permission.
- The college is under no obligation to refund tuition and fees, or other costs associated with a student who is administratively withdrawn.

C. Incomplete Grade: An incomplete grade "IP" may be assigned by an instructor if a student has made satisfactory progress in a course with the exception of a major quiz, final exam, or other project. The "IP" grade may also be assigned for extenuating circumstances beyond a student's control such as personal illness, death in the immediate family, military orders, or in the case of distance learning courses, technology failures and mail delays. Notices of absences with supporting documentation may be required by the instructor. Students should notify instructors in advance of absences whenever possible. The instructor makes the final decision concerning the granting of the incomplete grade. The instructor may set a deadline for completing the remaining course requirements. In no case will the deadline exceed 110

days after the scheduled end of the course. It is the student's responsibility to arrange with the instructor for the assignment of work necessary to complete the course and to change the "IP" within the time specified. An "IP" grade cannot be replaced by the grade of "W". If a student elects to repeat the course, the student must register, pay full tuition and fees and repeat the entire course.

At the end of the 110 calendar days any unresolved "IP" will be converted to an "FI" and appear as an "F" on the student's official transcript.

- D. Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. American's with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Service (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Chapter 1: An Overview of Intelligence

- 1. Learning Outcomes:** Upon successful completion of this lesson, the Student will:
 - a. Demonstrate familiarity with the many definitions and uses of the term "intelligence."
 - b. Describe how intelligence enhances national security.
 - c. Summarize the relationship between the intelligence community and policymakers/decision-makers.
 - d. Recognize how the "reality" of intelligence work often differs from common perceptions and myths perpetuated in the popular media.
 - e. Describe the importance of "decision advantage" and how it can be achieved.

- f. Demonstrate an initial understanding of the delicate balance between intelligence gathering and the rights of citizens.
- g. List and explain the five functions of intelligence agencies.

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows.
- d. Complete graded assignments for this chapter.

B. Chapter 2: History of Intelligence in the United States

1. Learning Outcomes: Upon successful completion of this lesson, the Student will:

- a. Explain why the United States did not develop a robust, sustained intelligence capability until the twentieth century.
- b. Trace the history of early American intelligence efforts from the Revolutionary War up until World War II.
- c. Explain how the “strategic surprise” of Pearl Harbor convinced the United States that it needed to enhance its intelligence capabilities.
- d. Describe how the Cold War was a “war of intelligence” and how it shaped the development of American intelligence agencies.
- e. Explain how intelligence “failures,” such as the excesses of COIN-TELPRO and Operation CHAOS, and the spy scandals of the 1980s affected intelligence efforts.
- f. Identify some reasons why the United States was not able to anticipate and thwart the attacks of September 11, 2001.
- g. Describe how historical events have shaped the American intelligence efforts of today.

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows
- d. Complete graded assignments for this chapter.

C. Chapter 3: The IC Today

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

- a. Explain the organization of the U.S. intelligence community (IC), to include the role that federal, local, state, and private agencies play.
- b. Describe how and why the U.S. IC has evolved to its current state.
- c. Describe the role played by the Director of National Intelligence (DNI) and why such a position was deemed necessary.
- d. Identify the 16 agencies that report to the DNI and describe their missions.
- e. Describe how state, local, and private entities contribute to the efforts of the U.S. intelligence community.
- f. Identify how the U.S. intelligence effort may evolve in the next several years.
- g. Explain how the “ideal” U.S. IC would be constructed.

2. **Learning Activities:**

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows:
- d. Complete graded assignments for this chapter.

D. Chapter 4: Collection

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

- a. Describe and fully explain what “collection” means in the context of intelligence.
- b. Explain what a “collection” plan is and the considerations that go into constructing one.
- c. Identify each of the following “INTs” and the advantages/disadvantages of each:
 - i. HUMINT
 - ii. SIGINT
 - iii. GEOINT
 - iv. MASINT
 - v. FININT
 - vi. OSINT

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows:
- d. Complete graded assignments for this lesson.

E. Chapter 5: Barriers to Analysis

1. Learning Outcomes: Upon successful completion of this lesson, the Student will:

- a. Explain the importance of objective and non-politicized intelligence.
- b. Define and explain the concept of critical thinking and its importance to analysis.
- c. Describe each of the following and explain how they may contribute to less than optimal analysis:
 - i. Bounded rationality
 - ii. Mindsets
 - iii. Perceptions
- d. Explain how biases, such as fundamental attribution error and the recency effect, are “hardwired” into human thinking and how they may negatively impact analysis.
- e. Describe how group decision-making can be subject to misperception and bias just as individual decision-making can.
- f. Identify some of the bureaucratic hurdles involved in conducting unbiased analysis.
- g. Explain the inherent tension between security and information sharing.
- h. Identify strategies that can be used to combat bias.

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows:
- d. Complete graded assignments for this lesson.

F. Chapter 6: Analytical Methods

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
 - a. Discuss why many scholars assert that most intelligence failures are failures of analysis rather than collection.
 - b. Describe the knowledge, skills, and abilities that successful analysts possess.
 - c. Describe what a “structured analytical technique” is and why they are used in the IC today.
 - d. Demonstrate familiarity with:
 - e. Analysis of Competing Hypotheses
 - i. Scenarios
 - ii. Key Assumptions Check
 - iii. Contrarian Methods
 - f. Explain how analytical software is used in the IC and how technological advances might enhance analysis.
 - g. Identify the importance of collaboration in analysis, and describe how the IC is attempting to enhance agencies and analysts working more closely together.

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows:
- d. Complete graded assignments for this chapter.

G. Chapter 7: Putting It All Together: The Intelligence Cycle

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
 - a. Describe the history of the Intelligence Cycle and why it is taught/used in the IC today.
 - b. Explain fully all the elements of the cycle.
 - c. Apply the cycle to a real world situation.
 - d. Describe some of the criticisms of the cycle and whether it should continue to be used/taught.
 - e. Explain how you would change/improve the intelligence cycle.

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows:
- d. Complete graded assignments for this lesson.

H. Chapter 8: Counterintelligence

1. Learning Outcomes: Upon successful completion of this lesson, the Student will:

- a. Provide a workable definition for counterintelligence (CI), and fully describe its elements.
- b. Explain the role CI plays in providing “decision advantage.”
- c. Define “right to know” and “need to know,” and describe why they are fundamental parts of CI.
- d. Define fully the different levels involved in security clearances and how one goes about obtaining one.
- e. Explain how CI can be “offensive” as well as “defensive.”
- f. Describe what the Director of National Intelligence means by “responsibility to provide.” Identify why some think this might jeopardize the protection of sensitive intelligence.
- g. Explain the damage that spies like Aldrich Ames and Robert Hanssen can inflict on national security.

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows:
- d. Complete graded assignments for this lesson.

I. Chapter 9: Covert Operations

1. Learning Outcomes: Upon successful completion of this lesson, the Student will:

- a. Describe the history of covert operations utilized by the U.S. intelligence community.
- b. Provide a definition for a covert operation, fully describing each element that is essential for its successful implementation.

- c. Identify various tactics that can be used in a covert operation, ranging from financial support and propaganda to military action and force.
- d. Describe using examples from history, decide whether, in the long run, covert operations have helped or hurt U.S. interests.
- e. Describe the different considerations that go into planning an international covert operation versus a domestic undercover operation that a law enforcement agency might carry out.

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows:
- d. Complete graded assignments for this lesson.

J. Chapter 13: Criminal Intelligence and Crime Analysis

1. Learning Outcomes: Upon successful completion of this lesson, the Student will:

- a. Describe criminal intelligence and crime analysis, and explain their similarities/differences.
- b. Describe the history of criminal intelligence, and explain why its use has waxed and waned in American law enforcement agencies.
- c. Explain the fundamentals of Intelligence-Led Policing and describe its application in policing today.
- d. Explain how technology has revolutionized crime analysis and explain how it can be used to apprehend criminals/prevent crime.
- e. Define the following:
 - i. Criminal Investigative Analysis
 - ii. Geographic Profiling
 - iii. National Criminal Intelligence Sharing Plan
 - iv. Fusion Centers
 - v. Regional Information Sharing Systems Program
 - vi. Joint Terrorism Task Forces
 - vii. High Intensity Drug Trafficking Area Program
 - viii. Predictive Policing

2. Learning Activities:

- a. Read the assigned chapter(s) [these should be specified] in the textbook. Use these hints to help you get the most out of your time.
- b. Study Keywords, Summary of Chapter Objectives and Looking into the Future at the end of the chapters in your textbook.
- c. Review PowerPoint slideshows:
- d. Complete graded assignments for this lesson.