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American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies

INTL301

The Intelligence Community

Credit Hours: 3

Length of Course: 8 Weeks

Prerequisite: I

INTL300

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Instructor Information

Instructor:

Biography:

Please contact your instructor through the Messages tab in the classroom.

After the class is over, instructor contact information:

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Course Description (Catalog)

Course Name: The Intelligence Community (3 hours)

Recommended as second program course. INTL301 surveys the U.S. Intelligence Community, with an emphasis on its current structure. Students review the members of the community and distinguish their key roles and missions. Students also assess the impact of the post-9/11 restructuring of the intelligence community.

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Course Scope

As a 300-level course, this course provides a foundation of knowledge that the student will use in the Intelligence Studies program to be successful in higher level courses. The purpose and scope of this course is to provide the student with the educational concepts on which to build a deeper understanding of the structure, function and collection cycle and capabilities within the Intelligence Community, as well as the analytical and operational basic principles.

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Course Objectives

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

- CO-1 Describe the significance of the National Security Act of 1947 and subsequent Executive Orders on the Intelligence Community and Executive Order 12333.
- CO-2 Analyze threats against the United States from nation states, non-state actors, and transnational groups.
- CO-3 Compare and contrast the members, their roles, and mission of the Intelligence Community including Fusion Centers
- CO-4 Evaluate the role Congress in the control and oversight of intelligence operations.
- CO-5 Assess the capabilities and limitations of US intelligence disciplines.

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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.

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Course Resources

- Course readings consist of selected e-book chapters and journal articles found in the Lessons area of the classroom. See the References List below for the readings for the course.
- External websites and other assigned reading found in the Lessons area of the classroom.
- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

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Evaluation Procedures

Each assignment will be evaluated by the instructor using a rubric scoring guide and comments inserted into the Word document. Forum grades will be determined using a rubric scoring guide. Additionally, comments may be given informally within the forum or in more detail within the forum grader tool.

Late Assignments

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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. Any assignment turned in late will have a one grade penalty to for each day it is late. After the fourth day, any assignment turned in late will not be reviewed nor graded. This includes all graded assignments in the course including Forum posts.

Studies (papers, essays, exams, and Forums) must follow the Turabian citation method. An online copy of may be found at:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Students should be aware that in-text citations are the preferred method for citing sources (rather than in footnotes or endnotes). Any notes used in essays or assignments should be limited to extraneous information that the student wishes to include. The format for in-text citations is given in the Turabian guide linked above. Students are to use the parenthetical form (P) within the text of the document and the reference list form (R) in providing a list of sources. See more information on citation style in the Week 1 Lesson.

Forum discussions – One initial post by Thursday; two follow-up posts to classmates by Sunday. Specific questions found in Forums tab of the classroom. I will routinely ask questions regarding your discussion posts. Answering my questions will be part of your grade. This keeps the discussions lively and helps you dig deeper into the topic at hand. Again, there is a late penalty for discussions not being posted on time. Please read late policy, above.

Progress assignments – Four-page essay. Specific instructions found in Assignments tab of the classroom.

Final assignment – Three-page reflection paper. Specific instructions found in Assignments tab of the classroom.

Grade Instruments	Percentage
Forum Discussions	25
Progress Assignment 1	25
Progress Assignment 2	25
Final Assignment 3	25
Total	100

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Please see the [Student Handbook](#) to reference the University's [grading scale](#).

For all university policies, including grading system, extensions, and disability accommodations, please see the [APUS Student Handbook](#).

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8 – Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Today's Intelligence Community	LO1 CO-1: Describe the significance of the National Security Act of 1947 and subsequent Executive Orders on the Intelligence Community and Executive Order 12333. CO-3: Compare and contrast the members, their roles, and mission of the Intelligence Community including Fusion Centers	Read: National Security Act (Lessons) Who is the Intelligence Community Study: Week 1 Notes	Student Introduction in Week One Forum Discussion due. Note: All initial answers to forum discussions are due on Thursdays at 11:55pm ET. All follow-ups to discussions are due on Sundays at 11:55pm ET. All written assignments are due on Sundays at 11:55pm ET.

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<p style="text-align: center;">2</p>	<p>The Founding of the U.S. Intelligence Community</p>	<p>LO-1 CO-1: Describe the significance of the National Security Act of 1947 and subsequent Executive Orders on the Intelligence Community and Executive Order 12333.</p> <p>CO-3: Compare and contrast the members, their roles, and mission of the Intelligence Community including Fusion Centers</p>	<p>Read: National Security Act (Lessons) Executive Order 12333 (Lessons) Executive Order 13526 (Lessons)</p> <p>Study: Week 2 Notes</p>	<p>Week 2 Forum Due</p> <p>Note: All initial answers to forum discussions are due on Thursdays at 11:55pm ET. All follow-ups to discussions are due on Sundays at 11:55pm ET. All written assignments are due on Sundays at 11:55pm ET.</p>
<p style="text-align: center;">3</p>	<p>Intelligence Community Members Threat Analysis</p>	<p>LO-2: CO-2: Analyze threats against the United States from nation states, non-state actors, and transnational groups.</p> <p>CO-3: Compare and contrast the members, their roles, and mission of the Intelligence Community including Fusion Centers.O (2, 3)</p>	<p>Read: DNI (Web Site) HIS: Intro. (e-book) National Intelligence Strategy</p> <p>Study: Week 3 Lesson Notes.</p>	<p>Week Three Forum Discussion due.</p>

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4	Intelligence Community Members Fusion Centers	<p>LO-3 CO-2: Analyze threats against the United States from nation states, non-state actors, and transnational groups.</p> <p>CO-3: Compare and contrast the members, their roles, and mission of the Intelligence Community including Fusion Centers.</p>	<p>Read: CIA, FBI, DHS, NGA, NRO, NSA (Web Sites) About the IC Masse, O'Neill, Rollins</p> <p>Study: Week 4 Lesson Notes</p>	<p>Week Four Forum Discussion due.</p> <p>Week Four Progress Assignment due</p>
5	Intelligence Community Members "Top Secret America"	<p>LO-4 CO-3: Analyze lesser known US governmental organizations that collect intelligence.</p> <p>CO-5: Analyze Top Secret America to determine capabilities and limitations of government intelligence agencies.</p>	<p>Read: Top Secret America DOE, State/INR, Treasury/TFI, DEA, USCYBERCOM</p> <p>Study: Week 5 Lesson Notes</p>	<p>Week Five Forum Discussion due.</p>
6	Intelligence Committee Members (Con't) Civilian vs. Military Intelligence Organizations	<p>LO-5 CO-3: Compare and contrast the members, their roles, and mission of the Intelligence Community including Fusion Centers.</p>	<p>Read: DIA readings and videos Title 10/Title 50</p> <p>Study: Week 6 Lesson Notes</p>	<p>Week Six Forum Discussion due.</p> <p>Week Six Progress Assignment due</p>
7	Congressional Oversight "Curveball"	<p>LO-6 CO-3: Compare and contrast the members, their roles, and mission of the Intelligence</p>	<p>Read: Collection readings</p>	<p>Week Seven Forum Discussion due.</p>

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		Community including Fusion Centers. CO-4 Evaluate the role Congress in the control and oversight of intelligence operations.	Oversight/budgeting readings Study: Week 7 Lesson Notes	
8	Intelligence Analysis	LO - 8 CO-5 Assess the capabilities and limitations of US intelligence disciplines.	Read: Best Study: Week Eight Lesson Notes.	Week Eight Forum Discussion due. Week Eight Final Assignment due (present reflection paper in Assignments folder).

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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 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>.

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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

Writing Expectations

All written submissions should be submitted in Times New Roman 12 pt font with 1" margins, typewritten in double-spaced format. Quality work is expected and should be free of grammar, usage, and style errors. All formal rules of writing apply.

Please ensure FORUM posts are set to "medium" pitch.

It is very important that students are aware of and comply with the APUS policy on plagiarism in the Student Handbook. To find the plagiarism policy, go to the vertical toolbar in the classroom and click "Policy". Also, understand that your writing assignments will automatically be submitted to TURNITIN.com.

Course Extensions: Generally course extensions are not granted. However, if something has occurred outside of your control, I will gladly provide a short extension. You must provide documentation of hospitalization, military orders, or something outside of your control. Dates on the documentation are required. Please see APUS policy for extension requirements.

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,

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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: ;-), :), ☺

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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 (<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:

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- 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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Turnitin.com

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.

Required Readings

1. Loch K. Johnson, ed. Handbook of Intelligence Studies (Routledge, New York NY, 2007)
Note: Electronic Resource
2. Todd Masse, Siobhan O'Neil, and John Rollins ed Information and Intelligence (Including Terrorism) Fusion Centers (Nova Science Publishers, Inc. New York NY, 2008)
Note: Electronic Resource
3. Eric Rosenbach and Aki J. Peritz Confrontation or Collaboration?
Congress and the Intelligence Community 2009 John F. Kennedy School of Government
Note: Electronic Resource
4. DNI (2012). About the Intelligence Community. <http://www.intelligence.gov/about-the-intelligence-community/structure/>

Electronic Resource

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- BBC News. 2006. “Q&A: Uranium Enrichment.” BBC News. Last Updated September 1. Accessed January 30, 2015. http://news.bbc.co.uk/go/pr/fr/-/2/hi/middle_east/5278806.stm.
- Clapper, Robert R. 2014. *US Intelligence Community Worldwide Threat Assessment*. Director of National Intelligence. January 29. Accessed January 30, 2015. http://www.dni.gov/files/documents/Intelligence%20Reports/2014%20WWTA%20%20SFR_SSCI_29_Jan.pdf.
- CSIS (Center for Strategic and International Studies). 2011. “Fusion Centers: Function and Future.” YouTube. February 24. Accessed January 30, 2015. https://www.youtube.com/watch?v=ev0ldCA_21w&feature=youtube_gdata_player.
- DHS (Department of Homeland Security). 2013. “FBI Field Intelligence Groups and Fusion Centers.” Department of Homeland Security. Last Updated December 19. Accessed January 30, 2015. <http://www.dhs.gov/fbi-field-intelligence-groups-and-fusion-centers>.
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- . 2011. “2012-2017 Defense Intelligence Agency Strategy.” Defense Intelligence Agency. Accessed January 20, 2015. <http://www.dia.mil/Portals/27/Documents/About/2012-2017-DIA-Strategic-Plan.pdf>.
- . 2013. “Get Ready: DIA Is Ready for a Changing World.” YouTube. September 10. Accessed June 1, 2014. https://www.youtube.com/watch?v=76M08-s8c_M&feature=youtube_gdata_player.
- . 2014. “DIA: Voice of the Customer.” YouTube. April 15. Accessed June 1, 2014. https://www.youtube.com/watch?v=JH7UEdlcrRg&feature=youtube_gdata_player.

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LETN (Law Enforcement Training Network). 2011a. "Intelligence Led Policing Fusion Centers part 1" (documentary). Law Enforcement Training Network. Uploaded August 17. Accessed January 30, 2015. https://www.youtube.com/watch?v=Nok23rkMhVg&feature=youtube_gdata_player

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"We Are." Accessed June 1, 2014.

https://www.youtube.com/watch?v=ee9hffr7yt4&feature=youtube_gdata_player.

Zegart, Amy. "Eyes On Spies: Congress and the United States Intelligence Community" (lecture). USC Price. Accessed June 1, 2014.

https://www.youtube.com/watch?v=c8uucOSYDsU&feature=youtube_gdata_player.