American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
INTL613
Course Intelligence and Homeland Security
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite:INTL500

Course Description (Catalog)

This course examines intelligence community responses to threats to the U.S. homeland from transnational and domestic actors. Threats to the U.S. borders, including illegal immigration, narcotics smuggling, money laundering, commercial smuggling, and other organized crime activities are also covered.

Course Scope

This course focuses on specialized area knowledge and sources in the field.

Course Objectives

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

CO-1 Assess the evolving relationship between intelligence and US homeland security strategy.
CO-2 Distinguish the role of intelligence in Cold War Indications and Warning process and its current role in countering homeland security threats.
CO-3 Evaluate the capabilities and limitations of intelligence support to homeland security policy makers and practitioners.
CO-4 Analyze the key challenges faced by 21st century US homeland security intelligence policy makers and practitioners.
CO-5 Critique interagency and inter-organizational relationships and processes in homeland security intelligence objectives.

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials 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

Required Course Textbooks

The **required** text for this course is:
- There are no required textbooks. All required readings are provided in the course.

Evaluation Procedures

The course grade is based on the following assessments:

Discussion Forums – 30 percent

Discussion questions will be provided and posts should reflect an assimilation of the readings and respond to the assigned topic(s). 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 – 20 percent

This assignment is a take-home essay assignment of 2 questions, 2-3 pages each, to test knowledge and assimilation of the course objectives. The exclusive use of required texts and readings from this course is mandatory.

Specialized Project – 30 percent

This project will demonstrate your ability to synthesize discipline specific material. This is a task based exercise. 12-15 pages.

Final Assignment – 20 percent

This assignment is a take-home essay assignment of 2 questions, 2-3 pages each, to test knowledge and assimilation of the course objectives. The exclusive use of required texts and readings from this course is mandatory.

ASSIGNMENT	Percentage
Midterm Assignment	20 percent
Specialized Project Assignment	30 percent

Discussion Forums	30 percent
Final Assignment	20 percent
TOTAL	100 percent

8 – Week Course Outline

Week	Topic	Course Objectives	Readings	Assignments
1	Introduction to US Intelligence and Homeland Security Intelligence	CO1, CO2, CO3 and CO5	Berkowitz, *Intelligence for the Homeland* Greenberg, *Is the Department of Homeland Security an Intelligence Agency?* Hewitt, *Understanding Terrorism in America* Office of the Director of National Intelligence, *The National Intelligence Strategy of the U.S.A.* The White House, *The National Security Strategy of the U.S.A.* Cilluffo, Marks, Salmoiraghi, *The Use and Limits of U.S. Intelligence* Government Printing Office, *An Intelligence Primer* Best, *Homeland Security: Intelligence Support*	Week One Forum Discussion

			Randol, *Homeland Security Intelligence: Perceptions, Statutory Definitions, and Approaches* Audio/Video (Lowenthal) *Intelligence: A Shifting Mosaic* (15:57) http://www.youtube.com/watch?v=jE_l4Z5nXRo Charlie Allen, Former USD for Intelligence at DHS (1:18:00) http://www.youtube.com/watch?v=SNPj89xECsA	
2	Intelligence Reform and HSINT	CO1, C03, CO4 and CO5	Zegart, *September 11 and the Adaptation Failure of U.S. Intelligence Agencies* Lowenthal, *Behind U.S. Intelligence Failures* Treverton, *The Next Steps in Reshaping Intelligence* Tama, *Intelligence Reform: Progress, Remaining Deficiencies, and Next Steps*	Week Two Forum Discussion

			Bellavita, *Changing Homeland Security: An Opportunity for Competence* Best, Masse, *Director of National Intelligence: Statutory Authorities* Audio/Video Participation: *Intelligence Transformation: Meeting New Challenges in the Middle East and Beyond* (AUDIO) Featuring James R. Clapper, Jr. (16:06) http://www.washingtoninstitute.org/templateC05.php?CID=3056 *State of Intelligence Reform*, Deputy DNI David Shedd (1:05:18) http://www.c-spanvideo.org/program/292868-1 *Intelligence Fusion* (6:16) https://www.youtube.com/watch?v=o69wtj4yKmA	

3	Homeland Defense Intelligence		Brinkerhoff, *The Posse Comitatus Act and Homeland Security*	Week Three Forum Discussion
		CO2, CO3, CO4 and CO5	Martin, *Domestic Intelligence and Civil Liberties*	
			Knight, *Homeland Security: Roles and Missions for United States Northern Command*	
			GAO, *Homeland Defense: DOD Needs to take Actions to Enhance Interagency Coordination for Its Homeland Defense and Civil Support Missions*	
			Luke, *Homeland Security – Civil Support. How DoD Plugs into the Interagency C2 Structure*	
			Nightingale, *NORAD-USNORTHCOM, Interagency Coordination Briefing*	
			Kohn, *Using the Military at home: Yesterday, today, and tomorrow*	
			<u>Audio/Video</u>	

			This is NORAD and USNORTHCOM https://www.youtube.com/watch?v=U7TS_F0ig3w	
4	CBRNE and HSINT	CO2, CO 3 and CO4	Zanders, *Assessing the Risk of Chemical and Biological Weapons Proliferation to Terrorists* Cole, *Bioweapons, Proliferation, and the U.S. Anthrax Attack* Smithson, *Ground the Threat in Reality* Salama, Hansell, *Does Intent Equal Capability? AQ and WMD* Medalia (CRS), *Nuclear Terrorism: A Brief Review of Threats and Responses* Aspen Institute, *WMD Terrorism* Cornish, *The CBRNE System: Assessing the threat of terrorist use of CBRNE in the U.K.*	Week Four Forum Discussion Midterm Assignment

			Worcester, *International Terrorism and the Threat of a Dirty Bomb*	
			Ougrham-Gormley, *An Unrealized Nexus? WMD-related Trafficking, Terrorism, and Organized Crime in the Former Soviet Union*	
			Framework for Analysis: the Future Threat of WMD terrorism	
			Audio/Video CBRNE Training Video http://www.youtube.com/watch?v=MGE_oMVJ50I	
5	Agroterrorism, Pandemics and HSINT	CO2, CO3 and CO4	Barbera, et.al, *Large-Scale Quarantine Following Biological Terrorism in the United States*	Week Five Forum Discussion
			Monke, *Agroterrorism: Threats and Preparedness*	
			Chalk, *Agroterrorism: What is the Threat and What Can Be Done About It?*	
			Frist, *Public Health*	

		and National Security: The Critical Role of Increased Federal Support	
		Blench, *Global Public Health Intelligence Network*	
		Mitchell (NGA*), State Strategies for Fully Integrating Public Health into Homeland Security*	
		NGA, *Preparing for a Pandemic Influenza*	
		Katz, Staiti, McKenzie, *Preparing For the Unknown, Responding To The Known: Communities And Public Health Preparedness*	
		Stoto, Schonlau, Mariano, *Syndromic Surveillance: An Effective Tool for Detecting Bioterrorism?*	
		<u>Audio/Video</u>	
		Public Health – Finding a Seat at the Homeland Security Table (6:03) http://www.youtube.com/watch?v=8fwpc7K	

			xvoU Predicting Pandemics (26:46) http://video.pbs.org/video/1146742678/	
6	HSINT and State, Local and Tribal Authorities	CO1, CO2, CO4 and CO5	Connor, *The Integration of Homeland Security and Law Enforcement* Dept of Justice, *The Attorney General's Guidelines For FBI National Security Investigations and Foreign Intelligence Collection* Freedman, *The Politics of Warning* Best, *Sharing Law Enforcement and Intelligence Information: The Congressional Role* Riley, Treverton, Wilson, Davis, *State and Local Intelligence in the War on Terrorism* Fuentes, *Practical Guide to Intelligence Led-Policing* Audio/Video	Week Six Forum Discussion Special Project Assignment

			Defending the City: NYPD's Counterterrorism Operations Featuring Richard Falkenrath (28:10) http://www.washingtoninstitute.org/templateC05.php?CID=3080	
7	HSINT and Information Sharing	CO1, CO2, CO3, CO4 and CO5	DHS, *Information Sharing Strategy* DoJ, *Fusion Center Guidelines* ODNI*, USIC Information Sharing Strategy* ODNI*, Information Sharing Strategy* Federalist Society for Law and Public Policy Studies, *Intelligence and the New Threat* The White House, *National Strategy for Information Sharing* DHS, *Quadrennial Homeland Security Review* Audio/Video *Creating a Structure for Collaboration* (11:17)	Week Seven Forum Discussion

11

			http://www.youtube.com/watch?v=j829nJNTDtM	
8	HSINT and Domestic Security Policy	CO3, CO4 and CO5	Carafano, Heyman, *DHS 2.0 Rethinking the Department of Homeland Security* Buzan, *Security: A New Framework for Analysis* Brannan, *Beyond International Terrorism: Thinking About the "Domestic" versus "International" Divide* Howard, Sawyer, *Terrorism and Counterterrorism: Understanding the New Security Environment*	Week Eight Forum Discussion Final Assessment

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 6 Style as the sole citation and reference style used in written work submitted as part of

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

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

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

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 <u>especially</u> 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.

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.