

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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## **COURSE DESCRIPTION AND OUTCOMES**

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### **Course Description:**

This course provides an understanding of the intelligence cycle as it relates to homeland security. Topics include intelligence collection, analysis, and dissemination with a review on the historical context of intelligence and its role in decision making. The course also addresses the different intelligence disciplines of structures, missions, and products. The use of case studies covering past, present, and future challenges to intelligence operations and homeland security countermeasures are also discussed for threat assessment and risk analysis.

### **Course Overview:**

The Intelligence and Homeland Security Specialization is designed to provide students the opportunity to apply and analyze theories, concepts, and practical applications associated with the protection of the United States. The specialization emphasizes homeland security goals as defined by the national policy and how policy informs readiness and response. Also explored is the identification and protection of critical infrastructure and key resources as well as threats to homeland security including terrorism, drug trafficking, and cyber security. You will also examine procedures to reduce vulnerability, minimize damage, and recover from the effects of terroristic events within the United States.

### **Course Learning Outcomes:**

1. Evaluate the history of intelligence within the United States.
2. Analyze the intelligence cycle.
3. Analyze the challenges that face the Homeland Security intelligence community.
4. Discuss the role of the many stakeholders within the Homeland Security intelligence community.
5. Assess U.S. critical infrastructure and its connection to Homeland Security intelligence.

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## **PARTICIPATION & ATTENDANCE**

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

- Logan, K. G. (Ed.). (2017). *Homeland security and intelligence* (2nd ed.). Santa Barbara, CA: Praeger. ISBN- 13: 9781440857751
- Lowenthal, M. M. (2015). *Intelligence: From secrets to policy* (6th ed.). Washington, D.C.: CQ Press. ISBN-13: 9781483307787

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- Chapters 1, 2, & 5 in *Homeland Security and Intelligence*
- Chapter 2 in *Intelligence: From Secrets to Policy*

- Bamford, J. (2017). Bigly brother: Donald Trump has inherited a ready-made surveillance state. Will he use it to impose absolute power? *Foreign Policy*, (222), 68. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=pwh&AN=120929425&site=pov-live>
- Delaney, D. (2017). Behavioral public choice, U.S. national security interests, and transnational security decision making. *Indiana Journal of Global Legal Studies*, 24(2), 429-458. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1965550469?accountid=38569>
- Martin, A. J. (2015). America's evolution of women and their roles in the intelligence community. *Journal of Strategic Security*, 8(5), 99-109. Retrieved from <http://dx.doi.org/10.5038/1944-0472.8.3S.1479>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Critical Thinking: (75 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1:**

For this assignment, envision yourself looking to become an intelligence analyst working for a federal intelligence agency of your choice. Write a three-page paper on the education and experience necessary to land a job as a federal agency intelligence analyst. Provide some background on your job function, what you would do every day at work, and what areas of research and analysis you would expect to work on.

Include two reference list sources, used as in-text citations in your analysis, outside of the textbook. Acceptable sources include relevant government websites and peer-reviewed academic journal articles retrieved from the university library databases.

#### **Option #2:**

For this assignment, envision yourself looking to become an intelligence analyst working for a federal intelligence agency of your choice. What education and experience are necessary to land a job as a federal agency intelligence analyst? What would your job function be? What would do every day at work, and what areas of research and analysis could you expect to work on?

Develop a 12-slide PowerPoint presentation on the issues mentioned above. Please include two reference list sources, used as in-text citations in your analysis, outside of the textbook. Acceptable sources include relevant government websites and peer-reviewed academic journal articles retrieved from the university library databases.

### **Mastery Exercise (10 points)**

### **Portfolio Milestone (0 points)**

#### **Option #1:**

At the end of this course, you will have two portfolio options. The first option is to write a ten-page paper and discuss what it means to live in a Constitutional Republic versus a straight dictatorship or other tyrannical regime. Then, you will provide an argument for how much citizens need to know about the domestic operational tactics used by the U.S. intelligence community.

As you progress through the course, make notes on information you read in your textbook or in the other recommended readings that might assist you in completing this project.

### **Option #2:**

The second option for your final portfolio project is to perform an investigation referred to as comparative public administration. Comparative public administration involves comparing similarities and differences in similar agencies from different nations and then identifying how, or in what ways, the two national agencies could learn from one another through the adoption of the best practices of the other. An example would be to compare an American intelligence agency to Britain's military intelligence, Section 5.

This will be a ten-page paper that requires citations and examples from your readings. As you progress through the course, make notes on information you read in your textbook or in the other recommended readings that might assist you in completing this project.

## **Module 2**

### **Readings**

- Chapter 3 in *Homeland Security and Intelligence*
- Chapter 3 in *Intelligence: From Secrets to Policy*
- Crampton, J. (2015). Collect it all: National security, big data and governance. *GeoJournal*, 80(4), 519-531. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1701275067?accountid=38569>
- Paust, J. (2015). Can you hear me now?: Private communication, national security, and the human rights disconnect. *Chicago Journal of International Law*, 15(2), 612-651. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1651730653?accountid=38569>
- Rascoff, S. (2016). The norm against economic espionage for the benefit of private firms: Some theoretical reflections. *University of Chicago Law Review*, 83(1), 249-269. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1808334516?accountid=38569>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Portfolio Milestone (10 points)**

Submit a one-page summary describing which portfolio project you will be completing for this course. Include a working outline of key points you will address and at least three references you may use to complete the project.

## Module 3

### Readings

- Chapters 6 & 13 in *Homeland Security and Intelligence*
- Chapters 1 & 8 in *Intelligence: From Secrets to Policy*
- Franz, A. (2017). Gray matters on screen: Intelligence agencies, secret societies, and Hollywood movies. *The American Journal of Economics and Sociology*, 76(2), 311. Retrieved from <https://csuglobal.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ssf&AN=121624990&site=ehost-live>
- Tanase, T., & Matei, C. (2015). The importance and the role of intelligence in security strategies. *Knowledge Horizons. Economics*, 7(2), 134-138. Retrieved from [https://search-proquest-com.csuglobal.idm.oclc.org/docview/1686097054?rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search-proquest-com.csuglobal.idm.oclc.org/docview/1686097054?rfr_id=info%3Axri%2Fsid%3Aprimo)
- Wasko-Owsiejczuk, E. (2015). National security letters - A controversial FBI tool to fight terrorism. *Internal Security*, 7(2), 71-89. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=i3h&AN=120125861&site=ehost-live>

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking: Title (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1:**

Select a news story involving a U.S. federal intelligence agency that aired in the last calendar year. Provide a background and some history on the issues the news story addressed. Provide additional elaboration on the probable outcome of the issue especially if that issue has not yet been resolved. For instance, are you expecting the issue to be heard by the Supreme Court in the future? Defend your answers with tenable, logical facts and assumptions.

Develop a three-page paper briefing me on the issues mentioned above. Include two reference list sources used as in-text citations in your analysis that are outside of the textbook. Acceptable sources include relevant government websites and peer-reviewed academic journal articles retrieved from the university library databases.

#### **Option #2:**

Select a news story involving a U.S. federal intelligence agency that aired in the last calendar year. Provide a background and some history on the issues the news story addressed. Provide additional elaboration on the probable outcome of the issue especially if that issue has not yet been resolved. For instance, are you expecting the issue to be heard by the Supreme Court in the future? Defend your answers with tenable, logical facts and assumptions.

Develop a 12-slide PowerPoint presentation briefing me on the issues mentioned above. Include two reference list sources used as in-text citations in your analysis that are outside of the textbook. Acceptable sources include relevant government websites and peer-reviewed academic journal articles retrieved from the university library databases.

## Module 4

### Readings

- Chapter 8 in *Homeland Security and Intelligence*
- Chapter 12 in *Intelligence: From Secrets to Policy* (pp. 379-416)
- Arquilla, J., & Guzdial, M. (2017). Crafting a national cyberdefense, and preparing to support computational literacy. *Association for Computing Machinery. Communications of the ACM*, 60(4), 10-11. Retrieved from <https://cacm-acm-org.csuglobal.idm.oclc.org/magazines/2017/4/215036-crafting-a-national-cyberdefense-and-preparing-to-support-computational-literacy/fulltext>
- Borum, R., Felker, J., Kern, S., Dennesen, K., & Feyes, T. (2015). Strategic cyber intelligence. *Information & Computer Security*, 23(3), 317-332. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1786145781?accountid=38569>
- Emery, A. (2017). Zero-day responsibility: the benefits of a safe harbor for cybersecurity research. *Jurimetrics Journal of Law, Science and Technology*, 57(4), 483-503. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1965541181?accountid=38569>
- Roche, Edward M.; Blaine, Michael J.; and McCreary, John. (2015). "The cyber intelligence challenge of asynoptic networks." *Journal of Strategic Security* 8(3), 107-136. Retrieved from <http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1448&context=jss>

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking: Title (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1:**

Select one of the peer-reviewed supplemental academic journal article readings from this week's module. Brevity and succinctness in writing is a valuable skill that does not come easily to most people. Like any other skill, this one must be cultivated and refined.

Your task this week is to thoroughly read the article selected and to write a 1.5 page, double-spaced, APA formatted white paper briefing on the selected article. Discuss the problem statement, research question(s), methodological approaches, and findings from the article packing as much content into your analysis as possible with the fewest number of words.

#### **Option #2:**

Go to the CSU Global Library Databases and please retrieve an academic peer-reviewed journal article that is relevant to the subject matter found in this module. Remember that peer-reviewed academic journal articles are different than trade journal articles.

Your task this week is to thoroughly read the article selected and to write a 1.5 page, double-spaced, APA formatted white paper briefing on the selected article. Discuss the problem statement, research question(s), methodological approaches, and findings from the article packing as much content into your analysis as possible with the fewest number of words.

## Module 5

### Readings

- Chapter 16 in *Homeland Security and Intelligence*
- Chapters 13 & 14 in *Intelligence: From Secrets to Policy*
- Bamford, J. (2016). Watch thy neighbor. *Foreign Policy*, 217. 76-79. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=pwh&AN=113636992&site=pov-live>
- Eoyang, M. (2016, Winter). Protect intelligence whistleblowers. *Democracy*, 39. 43-45. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1823107048?accountid=38569>

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking: Title (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1:**

Consider the case study of Edward Snowden. Who was he? What is a whistleblower? What is whistleblowing in the context of the Edward Snowden case?

Provide analysis and elaboration upon the act carried out by Edward Snowden. Do you consider the act to be heroic, treasonous, or somewhere in between? Support your answers with facts. Consider looking at the Bill of Rights in the United States Constitution.

Develop a three-page paper on the issues mentioned above. Include two reference list sources used as in-text citations in your analysis that are outside of the textbook. Acceptable sources include relevant government websites and peer-reviewed academic journal articles retrieved from the university library databases.

#### **Option #2:**

Consider the case study of Edward Snowden this week. Who was he? What is a whistleblower? What is whistleblowing in the context of the Edward Snowden case?

Provide analysis and elaboration upon the act carried out by Edward Snowden. Do you consider the act to be heroic, treasonous, or somewhere in between? Support your answers with facts. Consider looking at the Bill of Rights in the United States Constitution.

Develop a 12-slide PowerPoint presentation on the issues mentioned above. Include two reference list sources used as in-text citations in your analysis that are outside of the textbook. Acceptable sources include relevant government websites and peer-reviewed academic journal articles retrieved from the university library databases.

## **Module 6**

### **Readings**

- Chapters 4 & 11 in *Homeland Security and Intelligence*
- Chapter 7 in *Intelligence: From Secrets to Policy*
- Beaudette, P. (2015). Compliance without credit: The National Security Agency and the international right to privacy. *The Air Force Law Review*, 73, 25-59. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=110199140&site=ehost-live>
- Tate, J., Espinoza, S., Habbit, D., Hanks, C., Trybula, W., & Fazarro, D. (2015). Military and national security implications of nanotechnology. *Journal of Technology Studies*, 41(1), 20-28. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=111189495&site=ehost-live>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Portfolio Milestone (50 points)**

#### **Options #1 & #2:**

Summarize your key points and provide your reference list, in APA format, for your final portfolio project. Identify what, if any, issues you may be having in finding support material.

## **Module 7**

### **Readings**

- Chapters 6, 7, & 10 in *Homeland Security and Intelligence*
- Chapter 9 in *Intelligence: From Secrets to Policy*
- Bamford, J. (2017). The ministry of preemption: To stop security breaches before they happen, U.S. intelligence agencies are surveilling everything. *Foreign Policy*, (224), 78. Retrieved from <https://csuglobal.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ssf&AN=123126462&site=ehost-live>



- Bruce, J., & George, R. (2015). Professionalizing intelligence analysis. *Journal of Strategic Security*, 8(3), 1-23. Retrieved from <http://dx.doi.org/10.5038/1944-0472.8.3.1454>
- Casey, K. (2015). Till death do us part: Prepublication review in the intelligence community. *Columbia Law Review*, 115(2), 417-460. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1725384307?accountid=38569>

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking: Title (75 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option #1:**

Select one of the peer-reviewed supplemental academic journal article readings from this week's module. Brevity and succinctness in writing is a valuable skill that does not come easily to most people. Like any other skill, it must be cultivated and refined.

Your task this week is to thoroughly read the selected article and write a 1.5 page, double-spaced, APA formatted white paper summarizing the article. Your briefing should include the problem statement, research question/questions, methodological approaches, and related findings from the article. The goal is to pack as much content into your analysis as possible with the fewest number of words.

**Option #2:**

Go to the CSU Global Library databases and retrieve an academic, peer-reviewed journal article that is relevant to the subject matter found in this module. Remember that peer-reviewed academic journal articles are different than trade journal articles.

Your task is to thoroughly read the article selected and write a 1.5 page, double-spaced, APA formatted white paper briefing on the selected article. Your briefing should include the problem statement, research question/questions, methodological approaches, and related findings from the article. The goal is to pack as much content into your analysis as possible with the fewest number of words.

**Module 8**

**Readings**

- Chapters 9, 12, & 17 in *Homeland Security and Intelligence*
- Chapter 14 in *Intelligence: From Secrets to Policy*
- Holgate, L. (2018). The enduring challenge of nuclear security coordination. *Arms Control Today*, 48(1), 14-19. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1991091749?accountid=38569>
- Kwoka, M. (2017). The procedural exceptionalism of national security secrecy. *Boston University Law Review*, 97(1), 103-165. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1884767797?accountid=38569>

- Pradhan, A. (2015). Litigating the counterterrorism activities of the United States in foreign courts. *American Society of International Law. Proceedings of the Annual Meeting*, 99-114. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1817573620?accountid=38569>

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Portfolio Project (290 points)**

**Option #1:**

Your final paper portfolio project will build upon all you have learned in this course. Think of all the exciting and interesting facts you now know about the nation's intelligence agencies that may have been unknown to you prior to taking this course. An understanding of the roles and responsibilities of an active and educated citizenship are a must to ensure that the interests of the people are being met in the context of our nation's Constitutional Republic.

This portfolio project option asks you to consider what it means to live in a Constitutional Republic in the 21<sup>st</sup> Century. What is a Constitutional Republic in contrast with a straight dictatorship or other such tyrannical despotic regime that we see popping up in the various corners of the globe? What is the value of living in a Constitutional Republic?

The second half of this portfolio project option asks you to provide an argument for how much citizens need to know about the domestic operational tactics made by the various intelligence agencies such as the National Security Agency (NSA) against the American people. How much personal intrusion is too much, and why? Provide analysis and elaboration on this topic bringing relevant court case decisions into your analysis.

Write a ten-page paper with seven source citations from your textbook, relevant government websites, and/or academic peer-reviewed journal articles retrieved from the university library databases.

**Option #2:**

The second option for your final portfolio project in this course entails an investigation referred to as comparative public administration. Comparative public administration entails juxtaposing and contrasting similar agencies, from different nations, and determining how the two national agencies could learn from one another through the adoption of the best practices of the other (also referred to as benchmarking).

An example would be to compare an American intelligence agency to the Britain's military intelligence, Section 5. Your comparative contrast of the agencies should include some analysis and mentioning of the cultural contexts and environments that have come together and coalesced to provide the formal and informal organizational cultures of each agency.

Finally, consider the notion of benchmarking. What could the two agencies that you have compared learn from one another and why?

Write a ten-page paper with seven source citations from your textbook, relevant government websites, and/or academic peer-reviewed journal articles retrieved from the university library databases.

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## COURSE POLICIES

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Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### Course Grading

20% Discussion Participation

0% Opening Exercises

0% Live Classroom

8% Mastery Exercises

37% Critical Thinking Assignments

35% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.