

## Introduction to Critical Intelligence Studies

**Instructor:** John J. Farmer, Jr.

**Email:** jfarmer@oldqueens.rutgers.edu

**Office Hours:** by appointment

<https://sakai.rutgers.edu>

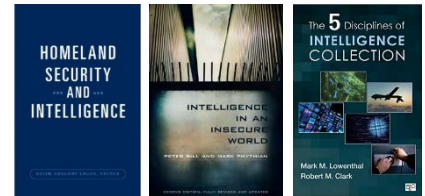
### REQUIRED TEXTBOOKS

Logan, Keith G. (2010). **Homeland Security and Intelligence**. Denver, CO: Praeger Security International.  
ISBN-13: 978-0313376627

Gill, Peter and Phythian, Mark (2012). **Intelligence in an Insecure World**. Polity Press.  
ISBN-13: 978-0745652795

Lowenthal, Mark (2015) **The 5 Disciplines of Intelligence Collection**. Los Angeles, CA: CQ Press.  
ISBN-13: 978-1452217635

Weiner, Tim (2008). **Legacy of Ashes**. New York, NY: Anchor Books  
ISBN-13: 978-0307389008



**CATALOG DESCRIPTION:** Provides an intellectual foundation for the study of intelligence, both as it has been practiced through history and as it is currently practiced by different nations and other entities today. Offers critical assessment of primarily American efforts.

**COURSE DESCRIPTION:** This foundational course is designed to provide students with the context and concepts that form the basis for the intelligence-gathering in which the United States government engages. Beginning with an examination of the role of intelligence-gathering in world history, the course proceeds to examine critically the role of intelligence in the American republican democracy. After reviewing the evolution of the structure of the intelligence-gathering community, the course examines the concepts and practices used to identify, collect, interpret, analyze, and communicate intelligence that can be used by strategists, policy makers, military, security, and the police to advance homeland security.

The course will concentrate on the components of the federal government's Intelligence Community, but will also highlight the application of intelligence in the domestic setting to protect public safety. Intelligence gathering and analysis capabilities related to criminal justice, public safety, and private sector entities will also be addressed to support criminal investigations, homeland security initiatives, critical infrastructure protection planning, and policy formulation.

American structure and practice will be evaluated in light of the structure and practices of nations such as Israel, Russia, India, China, and Spain. Based on a case study approach, students in this course will develop a full understanding of the application of intelligence in a domestic setting, while understanding the ethical, Constitutional, and civil liberties implications of intelligence-gathering.

**LEARNING OBJECTIVES:** The purpose of this course is to provide an intellectual foundation for the study of intelligence, both as it has been practiced through history and as it is currently practiced by different nations and other entities today. At the culmination of this course, students should be able to:

1. Identify the role intelligence-gathering has played through history, identify historical lessons learned and apply them to the challenges the Intelligence Community faces in the post-9/11 era
2. Explore and understand the intelligence process in various national contexts
3. Examine the significance of the Information Sharing Environment in the United States and its application to homeland security issues
4. Analyze how the American domestic political climate and international environment may affect the future of intelligence policies and procedures
5. Understand and analyze the legal, ethical, and moral dilemmas associated with domestic intelligence operations and privacy and civil liberties
6. Evaluate the challenges inherent in incorporating intelligence operations into existing homeland security organizations
7. Evaluate current threats and warnings
8. Evaluate the application of intelligence to non-traditional disciplines
9. Develop the skills necessary to write concisely, clearly, and analytically about sensitive and complex intelligence issues

**GRADING POLICY:**

Final grades will be based on scores for a midterm exam, two 5-7 page short essays written during the course of the semester, and a final exam.

1. Midterm Exam	25 pts
2. Short Essay 1	25 pts
3. Short Essay 2	25 pts
4. Final Exam	25 pts

- The midterm and final exams will consist of a combination of essay and short-answer questions.
- The short essays will be individual assignments linked to the course materials for each session. Papers are expected to include the following elements: a) a summary of key ideas/concepts developed in the readings focused on highlighting common/contrasting arguments, perceived strengths/weaknesses of arguments, and/or policy implications; b) relevant issues raised during class; and c) students' reflections on the course themes and materials. Students are encouraged to reference current world events that relate to the course readings and themes discussed during class.

**ACADEMIC INTEGRITY:**

The instructor of this course fully supports the university's policies concerning academic integrity and demands that students do so as well. The full policy can be found here:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

The grading scale is as follows:

A	90.0-100.0	C+	75.1-79.9	F	below 60.0
B+	85.1-89.9	C	70.0-75.0		
B	80.0-85.0	D	60.0-69.9		

### **ATTENDANCE:**

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

### **Student-Wellness Services:**

#### **Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

#### **Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

#### **Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

#### **Disability Services**

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

#### **Scarlet Listeners**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

### **CLASS SCHEDULE**

***WEEK 1 – Introduction & Purpose of Course / Intelligence and Human Conflict***

SELECTED READINGS:

- Sun Tzu, *The Art of War*, Chapters I, IV, VI
- Nicolo Machiavelli, *The Prince*, Chapters XIV, XVII, XVIII
- Lawrence Freedman, *Strategy: A History*, Chapters 4, 16
- Phillip Bobbit, *Terror and Consent*, Chapter 6
- Max Boot, *Invisible Armies*, Chapters 8, 12, 63

***WEEK 2: The American Dilemma***

SELECTED READINGS:

- Homeland Security and Intelligence, Chapter 1
- United States Bill of Rights
- Dahl, Erik. "Domestic Intelligence Today: More Security but Less Liberty?" *Homeland Security Affairs* 7, 10 Years After: The 9/11 Essays (September 2011) available at <https://www.hsaj.org/articles/67>
- Gilmore, J., Gilmore: Balancing homeland security and civil liberties. Intelligence-gathering key to thwarting terrorism (2014). *The Washington Times* available at <http://www.washingtontimes.com/news/2014/mar/6/gilmore-balancing-homeland-security-and-civil-libe/?page=all>
- Visit and review the American Civil Liberties Union website. Section on Spy Files. Available at <https://www.aclu.org/feature/spy-files>
- *The National Intelligence Strategy of the United States*: August 2015
- Boaz Ganor, *The Counter-Terrorism Puzzle*, Chapter 6

***WEEK 3: Understanding Intelligence***

SELECTED READINGS:

- Homeland Security and Intelligence, Chapters 2-3.
- Intelligence in an Insecure World, Chapter 1.

***WEEK 4 – The History and Structure of the U.S. Intelligence Community***

SELECTED READINGS:

- Congressional Research Service (2004, August 12). *The Position of Director of National Intelligence: Issues for Congress*.
- Betts, Richard K. (2004, May / June). "The New Politics of Intelligence: Will Reforms Work This Time?" *Foreign Affairs*.
- Brookings Institution (2004, September 23). *Intelligence Reform in the Wake of the 9/11 Commission Report*. Washington, DC: Brookings Institution.

- Lowenthal, “The Real Intelligence Failure? Spineless Spies, May 25, 2008
- Sanger, David E. (2004, August 15). "Intelligence: Why a Fix Is So Elusive." *New York Times*.

### ***WEEKS 5 AND 6 – Intelligence Fundamentals***

#### **SELECTED READINGS:**

- Intelligence in an Insecure World, Chapters 3-6, 9
- The 5 Disciplines of Intelligence Collection, Chapters 1-6.

### ***WEEK 7 – The Department of Homeland Security and Intelligence / Military Intelligence***

#### **SELECTED READINGS:**

- Homeland Security and Intelligence, Chapters 5-6
- DHS Intelligence and Analysis Report IA-0257-09, “Rightwing Extremism: Current Economic and Political Climate Fueling Resurgence in Radicalization and Recruitment,” April 2009.

### ***WEEK 8 – Domestic Law Enforcement Intelligence / Fusion Centers***

#### **SELECTED READINGS:**

- Homeland Security and Intelligence, Chapters 11 and 12.
- Oates, Daniel J. (2001, November 5). "The FBI Can't Do It Alone." *New York Times*.
- Martin, Kate (2004) *Domestic Intelligence and Civil Liberties*, SAIS Review vol. xxIV no. 1 (Winter-Spring). GLOBAL Justice Fusion Center Guidelines
- Baseline Capabilities for State and Major Urban Area Fusion Centers
- IACP, Razing Expectation: Erecting a Strategic Vision for Fusion Centers.

### ***WEEK 9: Domestic Law Enforcement Intelligence / Privacy, Civil Rights, & Liberties***

#### **SELECTED READINGS:**

- Homeland Security and Intelligence, Chapter 7
- Factsheet: The NYPD Muslim Surveillance program available for download at <https://www.aclu.org/factsheet-nypd-muslim-surveillance-program>
- International Association of Chiefs of Police (2002, August). Criminal Intelligence Sharing. Washington, DC: International Association of Chiefs of Police.
- Visit and browse through the Information Sharing Environment website found at: <http://www.ise.gov/pages/vision.aspx>
- McNamara, Thomas (2009) “*Beyond ISE Implementation: Exploring the Way Forward for Information Sharing*”; Statement for the Record for the House Committee on Homeland Security Subcommittee on Intelligence, Information Sharing and Terrorism Risk Assessment.

- Glenn Greenwald, *No Place to Hide: Edward Snowden, the NSA, and the Surveillance State*, Chapter 4: The Harm of Surveillance

### ***WEEK 10 – Comparative Intelligence: Foreign Intelligence and Counterintelligence***

#### SELECTED READINGS:

- Homeland Security and Intelligence, Chapters 8 and 9
- Congressional Research Service (2003, January 16). The Intelligence Community and 9/11: Congressional Hearings and the Status of the Investigation.
- Tim Weiner, *Legacy of Ashes*, Chapters 31-32, 44-50.
- Amos Guiora, *Global Perspectives on Counterterrorism*, Chapter Seven: Intelligence Gathering in the United States, Israel, Russia, India, Spain, China, and Colombia

### ***WEEK 11 – Comparative Intelligence: Civil Rights and Civil Liberties***

#### SELECTED READINGS:

- Amos Guiora, *Global Perspectives on Counterterrorism*, Chapter 3: Balancing National Security and Individual Rights: United States, Israel, Russia, India, Spain, China, Colombia.
- Dan Byman, *A High Price: The Triumphs and Failures of Israeli Counterterrorism*, Chapters 20, 25.
- Boaz Ganor, *The Counter-Terrorism Puzzle*, Chapter 10: Dilemmas Concerning International Cooperation on Counter-Terrorism

### ***WEEK 12: Oversight and Transparency: Congressional Oversight and Leaks, Wiki and Others***

#### SELECTED READINGS:

- Homeland Security and Intelligence, Chapter 10
- Intelligence in an Insecure World, Chapter 8

### ***WEEK 13 – Legal Oversight: The Federal Courts and Intelligence***

#### SELECTED READINGS:

- Clapper v. Amnesty International, 568 U.S. (2013).
- Federal Judicial Center, History of the Foreign Intelligence Surveillance Court.

### ***WEEK 14 – Conclusion: Modern Challenges / Intelligence Failures***

#### SELECTED READINGS:

- Homeland Security and Intelligence, Chapter 13
- Intelligence in an Insecure World, Chapter 7