



**47: 202: 466: Intelligence and National Security**  
**3 Credits**  
**Fall, 2018**

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**Mondays**  
**Englehard Hall 209**  
**6:00pm – 9:00pm**

**I. Course Information**

**Instructor Information:**

Instructor: Greg Richel  
Email: [Greg.Richel@rutgers.edu](mailto:Greg.Richel@rutgers.edu)  
Phone: (908)963-6454 (Contact hours, 9am – 5pm, 7 days a week)  
Office Hours: By appointment only

**Course Overview:**

This course will examine the role of the U.S. Intelligence Community in securing our nation. Students will learn about the collection, analysis, dissemination, and use of intelligence, as well as how these processes have changed in the post 9/11 world. Students will also explore the moral and political questions intelligence work and covert action can raise.

**Prerequisite:**

None

## **B.S., Criminal Justice Program Learning Goals**

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1. Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
2. Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
3. Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
4. Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
5. Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

## **Course Learning Objectives:**

By the end of this course, students will be able to:

1. Explain the basic structure of the US Intelligence Community and define the various steps in the intelligence process/cycle.
2. Define the five major intelligence collection disciplines (or INTs) and identify the various pitfalls/issues associated with intelligence collection.
3. Define counterintelligence and the main safeguards in place used to protect the Intelligence Community.
4. Define covert action and understand the various levels of possible activities commonly employed.
5. Explain how Congress participates in oversight of the Intelligence Community.
6. Define the role of the policy maker and their relationships with the Intelligence Community.
7. Explain the reforms in the Intelligence Community that were implemented after 9/11.

8. Compare and contrast intelligence failures and policy failures.
9. Explain how the current threats to our National Security are different than those during the Cold War, and what is meant by “rebuilding the social contract”.
10. Explain the various moral and ethical implications associated with the Intelligence Community as it relates to our National Security.

**Required Readings:**

Lowenthal, Mark M. (2017). *Intelligence: From Secrets to Policy*. 5<sup>th</sup> Edition, Los Angeles: CQ Publishing

Betts, Richard. (1978). *Analysis, War, And Decision: Why Intelligence Failures Are Inevitable*. New Jersey: Princeton University Press. (Posted on Canvas)

Treverton, Gregory. (2009). *Intelligence in an Age of Terror*. New York: Cambridge University Press.

Additional readings will be assigned during the semester. They will be posted on Canvas.

**Course Requirements:**

Students are required to complete the assigned readings and participate in classroom discussions in a manner that reflects familiarity with the readings and previous class sessions. Students are required to access the course website regularly to stay informed about any changes in lecture topics, assigned readings and other course announcements.

**Course Structure:**

The course will incorporate diverse learning activities including lectures, PowerPoint presentations, and group discussions.

Classroom learning is a group activity that depends upon everyone’s full participation in order to succeed. I expect students to: be prepared to begin class on time, silence or turn off and put away cell phones and other electronic devices, read and be prepared to discuss assigned readings, submit assignments on time, and assist your classmates. You can expect that I will: be on time and prepared for every class, be available via email and appointments to answer questions, make every class engaging and valuable, and respect your contributions to class.

**II. Course Schedule**

Date	Class Topic	Readings & Assignments Due
<b>Week 1 (Sept. 10)</b>	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• What is Intelligence?</li> <li>• Dossier Assignment</li> </ul>	No Readings

<b>Week 2 (Sept. 17)</b>	<ul style="list-style-type: none"> <li>• Introduction to Intelligence</li> <li>• History of Intelligence</li> <li>• Development of U.S. Intelligence</li> </ul>	<i>Intelligence</i> , Chapters 1,2
<b>Week 3 (Sept. 24)</b>	<ul style="list-style-type: none"> <li>• Intelligence Community</li> <li>• Intelligence Process</li> <li>• Patriot Act and National Security Act of 1947</li> </ul>	<i>Intelligence</i> , Chapters 3,4
<b>Week 4 (Oct. 1)</b>	<ul style="list-style-type: none"> <li>• Intelligence Collection</li> <li>• Intelligence Analysis, Part I</li> </ul>	<i>Intelligence</i> , Chapters 5,6
<b>Week 5 (Oct. 8)</b>	<ul style="list-style-type: none"> <li>• Intelligence Analysis, Part II</li> </ul>	<i>Intelligence</i> , Chapter 6
<b>Week 6 (Oct. 15)</b>	<ul style="list-style-type: none"> <li>• Counterintelligence</li> <li>• Covert Action</li> </ul>	<i>Intelligence</i> , Chapters 7,8
<b>Week 7 (Oct. 22)</b>	<b>EXAM I</b>	<b>EXAM I</b>
<b>Week 8 (Oct. 29)</b>	<ul style="list-style-type: none"> <li>• Intelligence and Policy Makers: Oversight and Accountability</li> </ul>	<i>Intelligence</i> , Chapters 9, 10
<b>Week 9 (Nov. 5)</b>	<ul style="list-style-type: none"> <li>• Intelligence Reform</li> <li>• Intelligence Failures, Part I</li> </ul>	<i>Intelligence</i> , Chapter 14
<b>Week 10 (Nov. 12)</b>	<ul style="list-style-type: none"> <li>• Intelligence Failures, Part II</li> </ul>	<i>Analysis, War, and Decision: Why Intelligence Failures are Inevitable**</i>
<b>Week 11 (Nov 19)</b>	<ul style="list-style-type: none"> <li>• A New Era of Intelligence (Part I)</li> </ul>	<i>Intelligence for an Age of Terror</i> , Chapters 1,2,9
<b>Week 12 (Nov. 26)</b>	<b>NO CLASS: Happy Thanksgiving!</b>	
<b>Week 13 (Dec. 3)</b>	<ul style="list-style-type: none"> <li>• A New Era for Intelligence (Part II)</li> <li>• Ethical and Moral Issues in Intelligence</li> </ul>	<i>Intelligence</i> , Chapter 13 Reading TBD and will be posted on Canvas
<b>Week 14 (Dec. 10)</b>	<ul style="list-style-type: none"> <li>• Contemporary Issues in Intelligence</li> </ul>	Reading TBD and will be posted on Canvas
<b>Week 15 (Dec. 17)</b>	<b>EXAM II</b>	<b>EXAM II</b>

### III. Course Assessment and Grading

The final grade will be assessed based upon your performance on the following:

Assignment Description	Linked to SLO	% of Course Grade
Exam I	SLO #1 – 4	40%
Exam II	SLO # 5 – 10	40%
Attendance/Class Participation	SLO #1 - 10	10%
Canvas Discussion Forum Participation	SLO #1 - 10	10%

**Exam I (40%):** Exam I will be graded on a 100-point scale. This assignment is worth 40% of the final grade. Examinations are designed to measure your understanding of the major concepts presented in class and in the assigned readings. There are NO MAKEUPS without formal documentation of exigent circumstances.

**Exam II (40%):** Exam II will be graded on a 100-point scale. This assignment is worth 40% of the final grade. Examinations are designed to measure your understanding of the major concepts presented in class and in the assigned readings. There are NO MAKEUPS without formal documentation of exigent circumstances. Exam II will include material covered after Exam I, as it is not cumulative.

**ATTENDANCE and CLASS PARTICIPATION (10%):** The frequency and quality of your participation in class discussions will be noted, as will your constructive interaction with other classmates throughout the semester.

**CANVAS DISCUSSION FORUM PARTICIPATION (10%):** The frequency and quality of your participation in the Canvas Discussion Forums will be noted, as will your constructive interaction with classmates throughout the semester.

The following grading scale will be used for this course:

A	90–100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	60-69%
F	<60%

**Late or Missing Assignment Policy:**

Attendance is very important and will count toward your final grade. You will be more successful if you attend. If an emergency arises and you must miss class, you are still responsible for anything covered in class or assigned for the next class or classes. I do not provide lecture notes, etc. to students who miss class. It is YOUR responsibility to catch up, and it is YOUR responsibility to find out what you missed FROM A CLASSMATE, not me.

**Examinations:**

Examinations are to be taken during their scheduled times. Students who fail to take examinations on the prescribed dates WILL NOT be permitted to take the examinations unless extenuating circumstances exist. Proper documentation for the circumstance MUST be provided before the student is able to take a make-up examination.

**IMPORTANT: Every grade will be posted on Canvas.** Any issues regarding an assigned grade must be brought to the attention of the instructor before the date of the final examination. Do not wait until the last minute! Absolutely **NO CONSIDERATION FOR GRADE CHANGES** will be made on or

after the date of the final examination. In addition, I DO NOT give extra credit assignments. Grades are assigned objectively. You will get the grade that you earn.

## IV. Course Policies

### Classroom Rules

All members of this class are required to conduct themselves in an appropriate and professional manner. Laptops are permitted only if disengaged from the internet. Turn off or put all other devices on vibrate as a courtesy to myself and your classmates. I know everyone has a life outside of school, however you decided to sign up for this course so I expect your undivided attention while in class. **In addition, text messaging, instant messaging, Facebook postings, Tweeting, sending carrier pigeons, or any other form of communication other than classroom discussion is strictly prohibited!!!** If I catch you engaging in these activities, you will be asked to leave, or may be the cause of a “pop quiz” or extra reading assignment for the entire class. This is especially important to those of you who elect to take notes with your laptop. Remember, using laptops in the classroom is a PRIVILEGE, NOT A RIGHT, so do not be the one caught abusing it and ruin it for the rest of the class. **In addition, there will be NO audio/video recordings of lectures and or discussions.**

### Academic Integrity

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students <http://studentconduct.rutgers.edu/academic-integrity>

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university’s policy will result in appropriate action.

### Academic Resources

#### Students with Disabilities

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website <https://ods.rutgers.edu/> or contact the representative for the Newark Campus.

Allen Sheffield  
Director of ADA Services and Academic Support  
Robeson Campus Center, Suite 352  
350 Martin Luther King Jr. Boulevard  
Newark, NJ 07102  
Phone: 973.353.5300

Fax: 973.353.5666

E-mail: [kate.torres@rutgers.edu](mailto:kate.torres@rutgers.edu)

Website: <https://ods.rutgers.edu/>

### Psychological and Counseling Services

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center (<http://www.counseling.newark.rutgers.edu>; 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

If you are interested in finding out more about

- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>

Follow us, to stay up to date! @SCJ\_apps

