Intelligence and Security Management
Administration of Justice
(ADJU 11) 3.0 Units
Fall Semester 2013

Course number ADJU 11
Instructor: Randal Davis

Class Day/Time: Tuesdays, 5:30 PM to 9:00 PM 9/04/2013 to 12/04/2013

Class Location: Transportation Security Agency, 5767 Century Blvd., Los Angeles

Required Text: Intelligence, The Secret World of Spies (Third Edition), Oxford University Press:

Required Supplies: Pen or pencil, composition notebook or paper for taking class notes

Phone Numbers: Cell: 714-418-6786 –10:00 am to 6:00 pm, leave message if no answer
Open Office Hours: By appointment (usually available before or after class)

E-Mail: rdavis@elcamino.edu

Intelligence Analysis and Security Management:

TSA Learning Outcomes:

This course examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks, man-made disasters and natural disasters. It also explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Students will discuss substantive issues regarding intelligence support of homeland security measures implemented by the United States and explore how the intelligence community operates.

A. Demonstrate operational knowledge of intelligence gathering and analysis pertinent to homeland security and other threats facing government and private sectors.
B. Outline basic intelligence policies and functions of the United States Government.
C. Articulate the meaning and purpose for the Intelligence Reform & Terrorism Prevention Act of 2004.
D. Evaluate the dependability and reliability of source information.
E. Enumerate specific methods and / or techniques for obtaining intelligence, synthesizing it and analyzing it.
F. Test and challenge intelligence in light of critical judgment and evidentiary analysis.
G. Implement basic intelligence gathering techniques and analysis.
H. Using various forms of intelligence, apply sound reasoning,formulates predictions and forecasts terrorist activities.
I. Describe the foundation and goals for security.
J. Identify, describe and analyze threats to national and international safety and security.
K. Apply ethical and professional behaviors to intelligence gathering and operations.
ECC Student Learning Outcomes and Assessment:

Students will be able to:
• Identify and analyze threats to national and international safety and security;
• Construct a flowchart describing the intelligence gathering cycle;
• Describe the foundation and goals for security management;

Course Student Learning Objectives

The major learning objectives of this course are listed below and will be evaluated through various assessment methods, which may include quizzes, examinations, presentations, essays, homework, and/or research projects.
• Students will learn the Intelligence Cycle and be able to create an Intelligence Cycle flowchart.
• Students will learn about the various types of intelligence sources and how to acquire information.
• Students will be able to contrast intelligence gathering and analytical techniques.
• Students will be able to evaluate the reliability and dependability of source information.
• Students will be able to understand the goals of security management.
• Students will be able to identify and analyze threats to national and international safety and security.

Course Content

Students will become familiar with:
• History and development of the intelligence community
• Governmental organizations involved in intelligence collection
• Foreign intelligence agencies and operations
• Science and technology related to intelligence collection and analysis
• Intelligence and counterterrorism
• Covert operations
• Counterintelligence
• Accountability and civil liberties
• Intelligence and policymakers
• Intelligence activities subsequent to the events of September 11, 2001
• Overview of the various intelligence organizations
• Intelligence websites
• Social media and intelligence gathering
• The future of intelligence
Grades

<table>
<thead>
<tr>
<th>Grading Breakdown</th>
<th>Possible</th>
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</thead>
<tbody>
<tr>
<td>Final Examination</td>
<td>100 points</td>
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<tr>
<td>Mid-term Examination</td>
<td>100 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50 points</td>
</tr>
<tr>
<td>Project Papers/Presentations</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>300 points</strong></td>
</tr>
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### Final Grade Points Percentage

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>450 – 500</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>400 – 449</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>350 – 399</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>300 – 349</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>299 and below</td>
<td>&lt; 59%</td>
</tr>
</tbody>
</table>

Papers, Quizzes and Examinations

The goal of examinations is to provide students with a way of measuring their knowledge, comprehension, and application of Intelligence and Security Management.

There will be five quizzes/ reports, and a written paper during the course. Each has a total point value as listed above.

Quizzes, Midterm Exam, and Final Exam, will consist of multiple choice or true/false questions based on material presented in class and the course textbook. The instructor may elect to assign a short report or project in lieu of a quiz.

Projects/Presentations

Reports will be in narrative format, double spaced and preferred to be typed (but hand printed will be accepted with instructor approval). Reports are to be no less than four pages and no more than ten, with the recommendation of using MLA or APA format.

Students will present their report to the class in a ten-minute (approximate) presentation. A student-created video or PowerPoint on the subject matter may supplement the written/typed report. Any presentation on video or PowerPoint may be retained or downloaded by the Instructor pending a finalization of grade at which time they will be returned.

Class projects and presentations are designed to be a form of interactive learning involving students and the class. The projects can be done as an individual or by a team of students (no more than 3 students). Projects and presentations will be selected/assigned by the 2nd class session. Outlines are due on the 4th class session. The outline will include the student’s name(s), topic of presentation/project, and the key points to be covered.

Presentations to the class will begin the 5th week of class. Grading is based on the outline, the research, the submitted written report, and the presentation to the class. Points will be deducted if not on time.

Presentations should be about five and no longer than ten minutes in length.
Project Paper/Presentation choices may include:

1. Any current event as it relates to National and Global Intelligence/ Security (reference the chapters in your text). You must relate your event to topics covered in the class.
2. You may select an agency from the U.S. Intelligence Community and report their mission statement, chain of command, history, functions and current laws and policies.
3. Ride or sit-along with an agency that has an intelligence gathering role and present your observations, comments and recommendations to class. Examples LA Port Police, LAWAP Police, TSA, Customs. US Coast Guard, Joint Terrorism Task Force member.
4. Overview of an agency and its role, operation or a subcomponent of that operation related to Intelligence. It may include both government and non-government agencies.
5. Interview a member of an intelligence unit, operation, or agency. Obtain the member’s point of view on intelligence gathering tactics, strategies and how they view the future of intelligence in national security.
6. Review, study, and report on a domestic or international intelligence-related incident event. Select a high publicity event and report on how good or bad intelligence may have affected the event, thwarted it, or allowed it to happen.
7. Others as determined by student and approved by your professor.

Class Participation

The ability to express ideas, thoughts, and opinions verbally is a critical skill in all aspects of law enforcement and public services. Students are encouraged to participate in class, ask questions, and stimulate dialog with opinions and thoughts. In order to be effective in class participation, the student should be familiar with current events as they relate to the intelligence community, homeland security, terrorism or an incident of national importance.

Attendance

Students are expected to be in attendance each class session. Recognizing shift schedules, childcare and other factors understandably occur please let TSA staff and the Instructor know if you can’t make a class.

Student Conduct/School Policy

The classroom is a place for the conveyance of knowledge. Students must conduct themselves in a manner which is respectful of the other students and instructors.

This class is governed by all relevant El Camino College policies. Students will be expected to abide by El Camino College and Transportation Security Agency policies and conduct themselves appropriately.
Electronic Device Policy

Recognizing that cellphones, IPADs, tablets, laptops, and similar devices are often required for work or other important notifications such as family illnesses or other emergencies they will be allowed in class. However I ask that you either turn them off or set them to a non-audible signal such as vibrate. In order to minimize classroom disruption, if it is absolutely necessary that you answer it immediately go out into the hallway to do so. Refrain from texting, emailing on tablet, cellphone, laptop or PC during class to prevention distractions to Instructor and students.

NOTICE:
This course involves real world and contemporary issues as faced by law enforcement. Consequently, some of the instructional material includes video, film, photographs or presentations that may have profanity, nudity or graphic violence. Students are expected to view this material in a mature manner.

MISSION STATEMENT

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.
# SCHEDULE OF CLASSES  AJ-11 FALL 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 4</td>
<td>Lecture 1:</td>
<td>Intelligence in the United States</td>
<td>Chapters 1 through 4</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>Lecture 2:</td>
<td>Intelligence in the United States Project/Presentation Selection</td>
<td>Chapters 1 through 4</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Lecture 3:</td>
<td>Intelligence Collection</td>
<td>Chapters 5 through 9</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>Lecture 4:</td>
<td>Intelligence Collection Project/Presentation Outline Due</td>
<td>Chapters 5 through 9</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Lecture 5:</td>
<td>Intelligence Analysis Presentations Begin</td>
<td>Chapters 10 through 13</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Lecture 6:</td>
<td>The Danger of Intelligence Politicization</td>
<td>Chapters 14 and 15</td>
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<tr>
<td>Oct. 16</td>
<td>Lecture 7:</td>
<td>Intelligence and the Policymaker <em><strong>Mid-term Examination</strong></em> (Lectures 1-7)***</td>
<td>Chapters 16 through 18</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Lecture 8:</td>
<td>Covert Action</td>
<td>Chapters 19 through 23</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Lecture 9:</td>
<td>Counterintelligence</td>
<td>Chapters 24 through 27</td>
</tr>
<tr>
<td>Nov. 6</td>
<td>Lecture 10:</td>
<td>Accountability and Civil Liberties</td>
<td>Chapters 28 through 32</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Lecture 11:</td>
<td>Intelligence Activities in Aftermath of 9/11 and WMD Intelligence Failures</td>
<td>Chapters 33 through 37</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Lecture 12:</td>
<td>Intelligence and Other Lands The Future of Intelligence</td>
<td>Chapters 38 through 39 Epilogue and class discussion</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>++NO CLASS</td>
<td>+++Thanksgiving Holiday Break+++</td>
<td></td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Lecture 13:</td>
<td><strong><strong><strong>FINAL EXAM</strong></strong></strong></td>
<td>Last Class</td>
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</tbody>
</table>

Note: Slight realignment of schedule may occur due to presentations or guest speakers.