



**COURSE SYLLABUS**  
***Introduction to Critical Intelligence Studies***  
**(01:790:292:01)**

**Instructor:** Ava Majlesi, J.D.  
**Email:** [avamaj@rutgers.edu](mailto:avamaj@rutgers.edu)  
**Office Hours:** by appointment (by phone or zoom)  
**Sessions:** Tuesday/Thursday at 2:15pm-3:35pm (Synchronous)  
**Location:** REMOTE INSTRUCTION SYLLABUS –FALL 2020 via Zoom

**REQUIRED TEXTBOOKS**

1. Lowenthal, Mark M. (2017). **Intelligence: From Secrets to Policy**. Sage.  
 ISBN-13: 978-1506342566 [We are using the seventh edition, but sixth edition is also fine to use]

**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 class participation, attendance, homework assignments, a midterm, a presentation, and a final exam. The midterm and final exam (take-home) will consist of short answer and essay questions.

1. Attendance and Participation	20 Points
2. Homework Assignments	20 Points
3. Midterm Exam	20 Points
4. Comparative Intel Assignment	15 Points
5. Final Exam	25 Points

Students are expected to attend all scheduled course meetings. If you are absent for any reason, you must notify the instructor via the student absence reporting system: <https://sims.rutgers.edu/ssra/>. Reporting your absence does not necessarily excuse you from class. If you believe your absence should be excused you should contact the instructor to verify. Excessive unexcused absences may significantly impact your grade and/or lead to course failure.

The grading scale is as follows:

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

## CLASS SCHEDULE

### Introduction and Purpose of Course

**Tuesday, September 1:** No assigned reading. We will spend class time going over the syllabus and expectations, and getting to know one another.

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### The Art of the Argument

**Thursday, September 3:**

*Key Themes: Developing arguments and uncovering evidence to support both sides of a given issue is extremely important to analysis and a number of other fields. Intelligence analysis involves the generation of hypotheses, and the ability to develop arguments against your hypotheses can be as important, if not more important, than your ability to development arguments that support your hypotheses. In general, examining all sides of an issue can help you recognize the weaknesses of an argument. It can help you determine where two sides agree, where they disagree, and why. Determining the basis of the disagreement between two sides can help lead to a mediated resolution. Listening to and understanding an opposing point of view can also lead to mutual understanding and potential resolution.*

- Lecture: How to structure an argument
- Group discussion on TSA Quiet Skies Program. During class time, students will break into groups via Zoom to work on best arguments FOR and AGAINST continuation of the Quiet Skies Program.
- Students will also be expected to discuss the following discussion questions in class:
  - 1) What are the arguments for and against the TSA's Quiet Skies Program?
  - 2) Do you believe that the Air Marshalls should obtain a warrant before observing/monitoring US citizens?
  - 3) Do you think this program is/has been effective? Why or why not? How would you measure efficacy?
  - 4) Is this program necessary or just repetition of what is already done by TSA in "PreScreening" in the airport prior to boarding? Would it be more effective to employ time/resources elsewhere?
  - 5) How does Quiet Skies strike a balance between civil liberties and security? If it does not, what should be done to maintain both privacy and security?
  - 6) Should this program continue or be discontinued?
- During class time and following the debate, students will be prompted to complete the following poll: <https://PollEv.com/surveys/qrzeUjWqJLIJDy2MS8SLW/respond>
- Will ask two students to volunteer to provide of summary of the Art of War and The Prince for January 28 session.

**HOMEWORK ASSIGNMENT DUE September 3:** Conduct open-source research into TSA Quiet Skies Program. Take notes on possible arguments (and supporting evidence) FOR and AGAINST the program. Be sure to take notes and keep a list of your sources. You'll need this information for the group work in class on September 3.

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## **Intelligence, Human Conflict, and Covert Action throughout History**

### **Thursday, September 10:**

*Key Themes: Intelligence-gathering and deception is nothing new—both have existed since the dawn of civilization. As author Christopher Anderson states in The Secret World of Intelligence, “[t]he significance of recent intelligence history . . . can only be adequately understood in long-term perspective.” He continues, “[t]he history of intelligence operations is far older than any of today’s intelligence agencies.” In this module, we will explore how intelligence operations throughout ancient history continue to be relevant in modern times.*

- Lecture 1: Intelligence, Human Conflict, and Covert Action throughout History

#### SELECTED READINGS:

- Sun Tzu, *The Art of War*, Chapters I, IV, VI. Available for free download at <http://www.puppetpress.com/classics/ArtofWarbySunTzu.pdf>
- Nicolo Machiavelli, *The Prince*, Chapters XIV, XVII, XVIII. Available online at [http://www.gutenberg.org/ebooks/1232?msg=welcome\\_stranger](http://www.gutenberg.org/ebooks/1232?msg=welcome_stranger)
- 2019 IC Worldwide Threat Assessment (Director of National Intelligence): Available at <https://www.odni.gov/index.php/newsroom/congressional-testimonies/item/1947-statement-for-the-record-worldwide-threat-assessment-of-the-us-intelligence-community>

Student presentations (to be assigned) on the above readings. Students will be divided into groups to work on discussion questions for *The Art of War* and *The Prince*. We will reconvene for a discussion with the entire class.

## **Intelligence Overview**

*Key Themes: What is intelligence? Does the U.S. need an intelligence function? Is it possible to reconcile the American ideals of openness and transparency with the need for secrecy in gathering intelligence and conducting covert operations? In this module, we will assess the “appropriateness” of U.S. Intelligence Community activities through the examination of case studies from recent history.*

### **Tuesday, September 15:**

- Lecture 2: Intelligence Overview
- Class Discussion: Intelligence – where do you draw the line?
- Begin Historical Case Studies In-Class Group Assignment
- During class time, students will be prompted to complete the following poll: <https://PollEv.com/surveys/EUiFWVNJRmUOL1U5DVJT/respond>

#### SELECTED READINGS:

- Lowenthal, Chapter 1: What is Intelligence?
- Lowenthal, Chapter 2: The Development of U.S. Intelligence
- Office of the Director of National Intelligence, *What is Intelligence?* Available at <https://www.dni.gov/index.php/what-we-do/what-is-intelligence>

- Office of the Director of National Intelligence, 2019 National Intelligence Strategy, available at [https://www.dni.gov/files/ODNI/documents/National\\_Intelligence\\_Strategy\\_2019.pdf](https://www.dni.gov/files/ODNI/documents/National_Intelligence_Strategy_2019.pdf)
- US Intelligence Chiefs reveal gulf with Trump on North Korea, Iran, and Isis: <https://www.cnn.com/2019/01/29/politics/us-intelligence-chiefs-contradict-trump/index.html>

#### **Thursday, September 17:**

- Continue Historical Case Studies In-Class Group Assignment/Briefings
  - During class time, students will be prompted to complete the following poll: <https://PollEv.com/surveys/EUiFWVNJRmUOL1U5DVJT/respond>
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#### **The Structure of the U.S. Intelligence Community**

*Key Themes: What is the Intelligence Community? Which agencies are part of the IC and what role do they fulfill? Is the IC structured to operate efficiently and effectively?*

#### **Tuesday, September 22:**

- Lecture 3 – Structure of the IC and student presentations on IC organizations

#### SELECTED READINGS:

- Lowenthal, Chapter 3: The U.S. Intelligence Community
- Seventeen separate organizations unite to form the Intelligence Community (IC): See <https://www.intelligencecareers.gov/icmembers.html>
- U.S. National Intelligence – An Overview (2013), available at [https://www.dni.gov/files/documents/USNI%202013%20Overview\\_web.pdf](https://www.dni.gov/files/documents/USNI%202013%20Overview_web.pdf)
- German, Michael (Feb. 6, 2015). The US Intelligence Community Is Bigger Than Ever, But Is It Worth the Cost? Available at <http://www.defenseone.com/ideas/2015/02/us-intelligence-community-bigger-ever-it-worth-it/104799/>

**HOMEWORK ASSIGNMENT DUE September 22:** Students will research and prepare a 1-page memo on one member organization of the Intelligence Community and present their findings in class. Submit your 1-page memo via Canvas by 2:00PM sharp.

#### **Thursday, September 24:**

- Continue student presentations on IC organizations
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#### **Evolution of the I.C. and The American Dilemma**

*Key Themes: How did the U.S. Intelligence Community (as we know it today) come to exist? Up through WWII, the United States had only established ad hoc intelligence services during times of conflict. So how is that we now have 16 different intelligence agencies under the titular leadership of ODNI? In this module, we will explore how the Intelligence Community of today evolved over time.*

#### **Tuesday, September 29:**

- Lecture 4: Evolution of the IC and the American Dilemma

**HOMEWORK ASSIGNMENT DUE September 29:** Research both sides of the Edward Snowden debate and submit your arguments on each side via Canvas by 2:00PM sharp. In-class debate will take place on October 1.

#### SELECTED READINGS:

- Lowenthal, Chapter 13 – Ethical and Moral Issues in Intelligence
- United States Bill of Rights, available at <https://www.billofrightsintstitute.org/founding-documents/bill-of-rights/>
- Boaz Ganor, *The Counter-Terrorism Puzzle*, Chapter 6
- Friedman, Lawrence and Hansen, Victor (2012) "Secrecy, Transparency, and National Security," *William Mitchell Law Review*: Vol. 38 : Iss.5, Article 9. Available at: <http://open.mitchellhamline.edu/wmlr/vol38/iss5/9>
- Glenn Greenwald, *No Place to Hide*, Chapter 4 – “The Harm of Surveillance”
- Harman, Jane (September 19, 2013). “Done Right, Security and Liberty Should Reinforce Each Other. And Here’s How to Do It Right.” Available at <https://newrepublic.com/article/114764/security-or-liberty-how-us-can-have-both>

#### October 1: Highlighting the American Dilemma through the Snowden Leaks

##### IN CLASS DEBATE:

- 1) Edward Snowden: Resolved, Edward Snowden’s actions in revealing information regarding the NSA’s surveillance program were appropriate and important to the American democratic process.
- Following the debate and during class, students will be prompted to complete the following survey: <https://PollEv.com/surveys/fE1JPZMXG5bdsD99KJumJ/respond>

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#### **Intelligence Collection and Analysis (Federal and State)**

*Key Themes: There is more to intelligence analysis than what you will find in the four corners of your textbook. Learn about intelligence collection and analysis from professionals who do this work every day.*

#### SELECTED READINGS:

- Lowenthal, Chapter 4 – The Intelligence Process – A Macro Look: Who Does What for Whom?
- Lowenthal, Chapter 5 – Collection and the Collection Disciplines
- Lowenthal, Chapter 6 - Analysis

#### **Tuesday, October 6:**

##### **GUEST SPEAKER:**

- Senior Supervisory Intelligence Analyst, FBI (invited)

**DATE: Thursday, October 8:**

**GUEST SPEAKER:**

- Director of Intelligence, NJ Office of Homeland Security and Preparedness (invited)
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**Tuesday, October 13: The Collection Disciplines/Intelligence Cycle**

*Key Themes: What are the intelligence collection disciplines? What are the steps in the Intelligence Cycle? We will explore the INTs through the lens of the raid on the Osama bin Laden compound.*

- Lecture 5 – The Collection Disciplines
- Bin Laden Operation Case Study

SELECTED READINGS:

- Minutes and Years: The Bin Ladin Operation, available at <https://www.cia.gov/news-information/featured-story-archive/2016-featured-story-archive/minutes-and-years-the-bin-ladin-operation.html>

**HOMEWORK ASSIGNMENT DUE October 13:**

Students will research and prepare a 1-page memo on one of the intelligence collection disciplines and a few volunteers will present their findings in class.

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**October 15: The Role of the IC during a Public Health Emergency**

*Key Themes: What role has the IC played in pandemics? What role SHOULD the IC play in a pandemic?*

SELECTED READINGS:

- What Role Does the Intelligence Community Play in a Pandemic? <https://www.fpri.org/article/2020/04/what-role-does-the-intelligence-community-play-in-a-pandemic/>
- Was the coronavirus outbreak an intelligence failure? <https://theconversation.com/was-the-coronavirus-outbreak-an-intelligence-failure-139450>
- Spies are fighting a shadow war against the coronavirus. <https://foreignpolicy.com/2020/04/03/coronavirus-pandemic-intelligence-china-russia/>

GUEST SPEAKER:

- TBD

**MIDTERM WILL BE POSTED AFTER CLASS.**

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**Tuesday, October 20: No Class. Continue work on Midterm. I will hold virtual community office hours during class time for anyone who would like to join me.**

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**Thursday, October 22: NO CLASS – MIDTERM EXAM DUE BY 11:59PM via Canvas. I will hold virtual community office hours during class time for anyone who would like to join me.**

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**Topics in Intelligence and National Security – Cyberthreats and Cybersecurity**

*Key themes: Throughout history, national security was focused on the physical –land, air, sea—even space. With the advent of the internet, that focus has shifted significantly. In this module, we will explore some of the security challenges that arise from heavy reliance on cyberspace.*

SELECTED READINGS

- Lowenthal, Cyberspace, pp353-361.

Students should explore the various resources available in the NJOHSP COVID-19 Rumor Control and Disinformation Updates webpage: <https://www.njhomelandsecurity.gov/covid19>

- May 29 (NJOHSP): [Iranian Hackers Committed to Exploiting US Servers](#)
- May 22 (NJOHSP): [Far-Right Extremists Leverage Anti-Lockdown Sentiments](#)
- May 22 (NJOHSP): [Disinformation Fuels Extremist Narratives](#)
- March 31 (NJOHSP): [Psychological Operations Leveraged Against US, Allies Amid COVID-19 Pandemic](#)
- March 31 (NJOHSP): [China Underreporting Thousands of COVID-19 Deaths](#)
- March 21 (NJOHSP): [Online Extremists Exploit COVID-19 to Inspire Supporters](#)
- March 19 (NJOHSP): [False Text Messages Part Of Larger COVID-19 Disinformation Campaign](#)
- March 17 (NJOHSP): [Iranian, Russian, And Chinese Media Drive COVID-19 Disinformation Campaign](#)
- March 17 (NJOHSP): [NJOHSP Urges Residents To Verify COVID-19 Information, Be Alert For Potential Scammers](#)

**Tuesday, October 27: Cybersecurity and Disinformation**

GUEST SPEAKER: NJOHSP/NJCCIC (invited)

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**Topics in Intelligence and National Security – Space Intelligence**

*Key Themes: The U.S. Space Force is a new branch of the armed forces, established in December 2019. With an increased focus on U.S. interests in space, is it possible that there will be a new agency, dedicated to space intelligence, joining the U.S. Intelligence Community? A Rutgers alumnus with a minor in Critical Intelligence Studies will join us to talk all things space intelligence.*

**Thursday, October 29: Space Intelligence**

GUEST SPEAKER: 2dLt/Officer in Charge of the 21OSS Unit Support, United States Air Force

**HOMEWORK ASSIGNMENT DUE October 29:** Arguments on both sides of the issue the EIT debate must

be submitted via Canvas by 2:00PM sharp.

IN-CLASS DEBATE (actual debate will take place on November 12):

- 1) Resolved, enhanced interrogation techniques (EITs) are vital to U.S. intelligence-gathering and use of such techniques, when deemed necessary, is in the best interest of our national security.

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**Topics in Intelligence and National Security – Terrorism and Counterterrorism**

**Tuesday, November 3:**

SELECTED READINGS:

- Lowenthal, Terrorism, pp361-374
- TBD

GUEST SPEAKER:

National Counterterrorism Center (NCTC) (invited)

**Thursday, November 5:**

***BEFORE CLASS ON NOVEMBER 5: Watch documentary Homegrown: The Counter-terror Dilemma in preparation for WebEx class session. If you have Hulu or HBO you should be able to stream the documentary. If you live in on-campus Rutgers housing HBO Go is free for you. Click sign in with provider and select Rutgers University as your provider. If none of these options work for you, sign up for a free trial to either 1) Hulu, 2) HBO Go, or 3) HBO Now with your Rutgers email or some other email you haven't previously used. A credit card may be required to activate the free trial. If this doesn't work for you, the documentary can be rented from YouTube for \$3. I will reimburse you the money through Rutgers if you have to go this route. In the alternative, I can Venmo \$3 to you so that you are not out of pocket for renting the film.***

***Please be prepared to discuss the documentary in class.***

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**Privacy, Civil Rights, & Liberties**

**Tuesday, November 10:**

GUEST SPEAKER: American Civil Liberties Union (invited)

SELECTED READINGS:

- Prieto, Daniel (Feb. 2009). *War about Terror: Civil Liberties and National Security after 9/11*.
- Martin, Kate (2004) *Domestic Intelligence and Civil Liberties*, SAIS Review vol. xxIV no. 1 (Winter-Spring). GLOBAL Justice Fusion Center Guidelines
- Additional readings TBD

**Thursday, November 12:**

IN-CLASS DEBATE:

- 2) Resolved, enhanced interrogation techniques (EITs) are vital to U.S. intelligence-gathering and use of such techniques, when deemed necessary, is in the best interest of our national security.

**COMPARATIVE INTEL ASSIGNMENT due November 12:** Your INDIVIDUAL written assignment should be submitted through Canvas.

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### **Comparative Intelligence: Foreign Intelligence and Counterintelligence**

#### SELECTED READINGS:

- Lowenthal, Chapter 7 – Counterintelligence
- Lowenthal, Chapter 8 – Covert Action
- Lowenthal, Chapter 15 – Foreign Intelligence Services
- 2020-2022 National Counterintelligence Strategy, available at [https://www.dni.gov/files/NCSC/documents/features/20200205-National\\_CI\\_Strategy\\_2020\\_2022.pdf](https://www.dni.gov/files/NCSC/documents/features/20200205-National_CI_Strategy_2020_2022.pdf)
- Amos Guiora, *Global Perspectives on Counterterrorism*, Chapter Seven: Intelligence Gathering in the United States, Israel, Russia, India, Spain, China, and Colombia

#### Optional Reading:

- Tim Weiner, *Legacy of Ashes*, Chapters 31-32, 44-50.

### **Tuesday, November 17: Group Work – Preparation of Comparative Intelligence Presentations**

- Students will work in groups to coordinate their Comparative Intelligence Presentations. One person from each group should also submit the group's PowerPoint presentation in the appropriate discussion thread so it is accessible to the entire class.

### **Thursday, November 19, November 24, and December 1:**

**COMPARATIVE INTEL GROUP SLIDES due November 19:** Only ONE STUDENT from your group should submit your group's slides on the appropriate Canvas discussion board.

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### **Oversight and Transparency – Executive, Congressional, and Judicial Authorities**

#### **Thursday, December 3 and December 8:**

- Lecture 8 – Oversight and Transparency

#### SELECTED READINGS:

- Lowenthal, Chapter 9 – The Role of the Policymaker
- Lowenthal, Chapter 10 – Oversight and Accountability
- Cooper, Helene (Aug. 11, 2016). *Military Officials distorted ISIS Intelligence, Congressional Panel Says*, available at [http://www.nytimes.com/2016/08/12/us/politics/isis-centcom-intelligence.html?\\_r=0](http://www.nytimes.com/2016/08/12/us/politics/isis-centcom-intelligence.html?_r=0)
- German, Michael (ed.). "Strengthening Intelligence Oversight," New York University: Brennan Center for Justice, 2015. Available at [https://www.brennancenter.org/sites/default/files/publications/Church\\_Committee\\_Report.pdf](https://www.brennancenter.org/sites/default/files/publications/Church_Committee_Report.pdf)

- Transparency & Accountability Initiative. National Transparency and Accountability Guide. Available on Canvas.
  - Clapper v. Amnesty International, 568 U.S. (2013). Available at <https://supreme.justia.com/cases/federal/us/568/11-1025/>
  - Federal Judicial Center, History of the Foreign Intelligence Surveillance Court. Available at [http://www.fjc.gov/history/home.nsf/page/courts\\_special\\_fisc.html](http://www.fjc.gov/history/home.nsf/page/courts_special_fisc.html)
  - McAdams, James G. III, Foreign Intelligence Surveillance Act: An Overview. Available at [https://www.fletc.gov/sites/default/files/imported\\_files/training/programs/legal-division/downloads-articles-and-faqs/research-by-subject/miscellaneous/ForeignIntelligenceSurveillanceAct.pdf](https://www.fletc.gov/sites/default/files/imported_files/training/programs/legal-division/downloads-articles-and-faqs/research-by-subject/miscellaneous/ForeignIntelligenceSurveillanceAct.pdf)
  - Brennan Center for Justice. *What Went Wrong with the FISA Court*. Available at [https://www.brennancenter.org/sites/default/files/publications/What\\_Went\\_%20Wrong\\_With\\_The\\_FISA\\_Court.pdf](https://www.brennancenter.org/sites/default/files/publications/What_Went_%20Wrong_With_The_FISA_Court.pdf)
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**Thursday, December 10:**  
***Modern Challenges / Intelligence Failures and Course Wrap-Up***

SELECTED READINGS:

- Tenet, George (Nov. 19, 1997). *DCI Remarks: Does America Need the CIA?* Available at [https://www.cia.gov/news-information/speeches-testimony/1997/dci\\_speech\\_111997.html](https://www.cia.gov/news-information/speeches-testimony/1997/dci_speech_111997.html)
  - **FINAL EXAM will be posted after class and is due on (TBD). Students must submit final exams via Canvas. Email submissions will not be accepted.**
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**WE MADE IT!**