



CPD 013 Law and Intelligence in Homeland Security & Defense

COURSE SYLLABUS

SECTION I: COURSE IDENTIFICATION

Course Number and Title:

CPD 013 Law and Intelligence in Homeland Security & Defense

Course Description:

This lesson hones in upon two major areas key to supporting America's homeland security and defense efforts: United States laws and its intelligence community. This course begins with an examination of the "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001, to include its provisions and empowerments as they pertain to law enforcement, the intelligence community and American civil liberties. It analyzes the impact of the 2004 Intelligence Reform and Prevention of Terrorism Act and the Intelligence Community (IC) itself with respect to organization, operational capabilities and funding. Students will understand the duties, responsibilities and limitations of the seventeen entities that make up the IC, as well as the IC's unity of command and unity of effort challenges. The course will highlight the relationship and challenges between the Department of Homeland Security and the IC.

Contact Hours: 12

Time/Day: 24/7

Location: Online

Instructor: Joseph Ruffini

Instructor Email: eena10jo@frie.com

Instructor Phone: 719-930-4776

Technical Assistance Phone: 866-357-0841

Course Format:

- **Readings:** The student will read assigned articles from online resources listed in the online course.
- **Written Assignments:** Each student will download the Topic assignment sheet from the online course, answer the questions on the sheet and submit the document in the online course. The Topic assignment is to be placed in the appropriate location in Moodle.
- **Weekly Live Instructor Session:** Each Saturday, a live session online using Elluminate will be held with your instructor. This will be an interactive session offering an overview of the latest breaking news in the course topics and a chance to share real world experiences and practices. This session will be held each Saturday at 11:00 Eastern Time and will run for 60 minutes. The link to the session is in the online course.

Course Materials:

- **Required Readings:** All required reading materials are listed in the Topic assignments in the online course and are accessible via the Internet.
- **Recommended, Optional Readings:**
 - The following selected reading from: Cronin, Audrey Kurth and Ludes, James M., Editors, *Attacking Terrorism: Elements of a Grand Strategy*. Washington, DC: Georgetown University Press 2004:
 - “Intelligence” by Paul R. Pillar, pages 115 - 140.
 - *Breakdown: The Failure of American Intelligence to Defeat Global Terror* by Bill Gertz. Printed in the United States by Plume, a division of the Penguin Group, 2003, ISBN Number 0-452-28427-9.
 - The following selected readings from: Kamien, David G. Editor, *The McGraw-Hill Homeland Security Handbook*. New York, New York: The McGraw-Hill Companies, 2006:
 - “Intelligence and Information Sharing in Counterterrorism” by C. Patrick Duecy, pages 391 - 412.
 - “Needs Analysis for Information Sharing” by David G. Kamien, Jean-Francois Cloutier and Denis Ranger, pages 999 -1008.
 - “Thinking About Civil Liberty and Terrorism,” by Paul Rosenzweig, pages 1013 – 1029.

Mandatory Equipment/software:

A personal computer with direct access to the Internet, WWW, or a computer service, either the Microsoft Word® or WordPerfect® word-processing program if used to cut and paste into the email box, and a modem with a minimum speed of 28K.

ONLINE ASSIGNMENTS AND CLASS POLICIES:

This is an e-learning course. All assignments will be submitted to the instructor online in the proper location in Moodle. Assignments are to be submitted in the online course in Microsoft Word format. It is the responsibility of each student to scan their documents for viruses and all other infections before submitting them. Corrupted files will not be reviewed or graded.

It is the responsibility of each student to ensure that submitted assignments are in the online course by verifying in the gradebook online that the assignment attachment is in the proper location in the course.

You may contact the instructor at any time by email or telephone if you have questions or need assistance. If you need technical assistance with the course, contact OnLine Training Institute technical assistance phone number- 866-357-0841. It is recommended that you ***phone your instructor on matters of urgency or emergency.***

SECTION II: COURSE OUTLINE AND STUDENT OUTCOMES

Instructional Goals:

This course reinforces critical workplace skill sets deemed to be an integral and essential part of any college education to include: written and oral communicative skills, the ability to ask well-defined questions and intelligently challenge the instructor and fellow students, personal responsibility, the ability to provide adequate documentation as necessary, and confidence to both express and defend one's own convictions and opinions. All are essential to successful course completion, as they play key roles in this course's goal to build greater self-confidence, enhance oratory abilities and debating skills, and expand the comprehension and analytical capabilities of each student.

General Learning Outcomes:

At the completion of this course, successful students will have demonstrated an ability to learn and retain knowledge, analyze and intelligently question information and data presented to them, evaluate the significance and current-day applicability of what they have learned, synthesize ideas from multiple sources, organize thoughts and words, and possess the confidence to apply what has been learned in a real-life, operational environment (on the job).

Specific Course Outcomes:

Through assigned readings, online class participation, graded assignments and a final research paper, students will:

1. Be conversant with the “Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001.
2. Understand the major differences between the USA PATRIOT ACT of 2001 and the Improvement and Reauthorization Act of 2005.
3. Know the civil liberties issues surrounding the US PATRIOT ACT.
4. Understand the extended powers given to the law enforcement and intelligence communities under the US PATRIOT ACT.
5. Be knowledgeable about the 2004 Intelligence Reform and Prevention of Terrorism Act.
6. Learn about the duties and responsibilities of the seventeen entities which make up the United States’ Intelligence Community (IC).
7. Be cognizant of the challenges facing the IC.
8. Understand the working relationship between the Department of Homeland Security and the Intelligence Community.

Course Topic Schedule:

1. The “Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001
 - 1.1 Reading and Understanding
 - 1.2 Analyzing Key Sections
 - 1.3 Legal Analysis
2. The “Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001 and the Improvement and Reauthorization Act of 2005
 - 2.1 A Look at the Act
 - 2.2 Legal Analysis
 - 2.3 Summary of Provisions
3. Civil Liberties Issues Surrounding the USA PATRIOT ACT
 - 3.1 ACLU Concerns
 - 3.2 Alleged Abuses of the Patriot Act
4. Empowerment of Law Enforcement & IC Under USA PATRIOT ACT
 - 4.1 Government Empowerment
 - 4.2 Money Laundering & Terror Financing
 - 4.3 Search & Seizure
 - 4.4 Telecommunications
 - 4.5 Surveillance & Library
 - 4.6 CIA Powers
5. 2004 Intelligence Reform and Prevention of Terrorism Act
 - 5.1 The Act
 - 5.2 Summary of the Act’s Main Points
 - 5.3 The CIA’s View
6. The U.S. Intelligence Community
 - 6.1 Director of National Intelligence
 - 6.2 The Intelligence Community
7. Challenges Facing the United States Intelligence Community
 - 7.1 Pre-9/11 Issues Linger
 - 7.2 Assessing the Tradecraft of Intelligence Analysis
 - 7.3 The IC’s Budget
 - 7.4 Fixing the Intel Community
8. The DHS and the IC
 - 8.1 DHS’s Own Intelligence Apparatus
 - 8.2 Intelligence, Counterterrorism, & U.S. Homeland Security: The Role of the Office of Information Analysis
 - 8.3 Homeland Security Intelligence Support & Concerns
9. Course Research Paper

SECTION III: EVALUATION PROCEDURES

This course is designed for you to learn in an independent study environment. By reading the required web site materials, participating in discussions with the instructor and other students, and answering the instructor's assignment questions via email response, and submitting a final paper, each student will experience the maximum benefit from this course.

Grading/Evaluation: Grades will be awarded based upon the following, 1,000 point system:

Final grades will be determined as follows:

- A = 90 – 100 pts.
- B = 75 – 89 pts.
- C = 60 – 74 pts.
- D = 50 – 59 pts.
- F = 49 points and below

■ Points are awarded based upon each student's demonstrated grasp of the salient points of the readings as evidenced by written answers to assigned questions.

■ All assignments will receive a numerical grade based upon that Topic's maximum point value. For example, assignments submitted for Topic 1 can be awarded from 1 to 15 points by the instructor.

■ DO NOT presume that because one Topic's study material may be worth fewer points than some of the others that the subject material is any less important. Think of Topics 4, 5 and 7 as opportunities to maximize scores for those Topics while having additional time begin work on the final paper.

■ Topic point scale is as follows:

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|---|-----------|
| ○ 1: USA PATRIOT ACT 2001 | 15 points |
| ○ 2: USA PATRIOT ACT 2001 vs Improvement and Reauthorization Act 2005 | 15 points |
| ○ 3: USA PATRIOT ACT & Civil Liberties | 5 points |
| ○ 4: Law Enforcement & Intelligence Empowerment | 10 points |
| ○ 5: Intelligence Reform & Prevention of Terrorism Act | 5 points |
| ○ 6: The Intelligence Community (IC) | 15 points |
| ○ 7: IC Challenges | 5 points |
| ○ 8: The DHS and the IC | 10 points |
| ○ 9: Course research Paper | 20 points |

TOTAL

100 points

- **BONUS POINTS:** From Topic 1 through Topic 8, students can be awarded up to 2 bonus points each Topic for their verbal participation and contribution. These additional points – up to 16 achievable -will be added to the student’s final total out of the possible 100. These bonus points could very well result in the student’s final grade being pushed up to higher letter grades. For example, if a student’s final point total for the written assignments and final research paper is 74, that student would be given a grade of “C” for the course. If, however, that student’s ly, verbal participation was exceptional, and that student was awarded 16 out of a possible 16 points, then that student’s final point total would raised to 90, bringing the final grade from a “C” to an “A.” Bottom line, **IT WILL PAY TO DO THE READINGS; MAKE NOTES, BE PREPARED AND PARTICIPATE IN THE DISCUSSIONS.**

Points will be awarded based upon the *quality* (not quantity) of student’s verbal contributions as follows:

- 1 Point: Demonstrated understanding and in-depth analysis of the assigned readings.
- .5 Points: Willingness to effectively challenge the opinions of the instructor.
- .5 Points: Strength of conviction and ability to “hold one’s own” in the discussions.

Guidance for the Topic Assignments that must be submitted to the online course:

- The instructor DOES NOT specify how long written answers to any questions must be. ALL questions must be answered to the instructor’s satisfaction; specifically, the student must demonstrate to the instructor that he/she had performed the required reading and grasped the important points. Some students are more succinct and to-the-point than others. Some require more words to state their opinions. No matter, as long as the requirements are met.
- It is recommended that before performing the reading assignments, students review the questions that they must answer in order to highlight Topics of the readings and/or take notes most appropriately and expeditiously.

The Research Paper:

The research paper for this class is due one after completion of Topic 8.

This paper must be a minimum of twelve (12) pages double-spaced in narrative content (not including cover page and bibliography), in Arial, 12 point font, with left, right, top and bottom margins of one inch. There is no maximum length for this research paper.

Students may choose one of the following topics for their research papers:

- How to Reorganize the U.S. Intelligence Community: Missions, Roles, Responsibilities, and Funding

- Why We Need a USA PATRIOT ACT 2009: Proposal to Jettison What is Unreasonable, Retain What is Fair, Add What is Needed

All papers must be of college-level, academic quality. All papers must be grammatically correct and spell-checked. They must flow in a logical sequence, stating an initial premise, presenting an argument with documentation as appropriate, and ending with a logical and substantiated conclusion. Document references using the APA style citations with a separate Reference page. Include no pictures, no flow charts, and no diagrams. Use narrative text only. References obtained from the Internet must be properly cited according to APA style.

All of your homework assignments and papers will be graded based upon what is called the "REOS" method: Strength of your "Reasoning" (Logic); What, and how much "Evidence" (Sources) you present; Your own "Observations" on the material and its meaning; and the "Substance" of the paper (how much significant, new, and innovative information you present).