



Course Description

DSC1590 | Introduction to Intelligence Studies | 3.00 credits

This course will provide a comprehensive overview of intelligence for the purpose of national security for the entry-level intelligence practitioners and beginning students. The student will learn security issues, define critical terms and review the history of intelligence as practiced in the United States.

Course Competencies

Competency 1: The student will understand how intelligence enhances national security by:

1. Demonstrating familiarity with the many definitions and uses of the term “intelligence” in national security
2. Summarizing the relationship between the intelligence community and policy/decision makers.
3. Demonstrating an understanding of the delicate balance between intelligence gathering and the rights of citizens
4. Listing and explaining the five (5) functions of intelligence agencies in national security

Competency 2: The student will describe how historical events have shaped the American intelligence efforts today by:

1. Tracing the history of early American intelligence efforts from the Revolutionary War up until World War II
2. Explaining how the “strategic surprise” of Pearl Harbor convinced the U.S. that it needed to enhance its intelligence capabilities
3. Describing how the Cold War was a “war of intelligence” and how it shaped the development of American intelligence agencies
4. Identifying some of the reasons why the U.S. was not able to anticipate and thwart the attacks of September 11, 2001

Competency 3: The student will explain the organization of the U.S. Intelligence Community (IC) by:

1. Explaining how and why the U.S. IC has evolved to its current state
2. Describing the role played by the Director of National Intelligence (DNI) and why such a position was deemed necessary
3. Identifying the 16 agencies that report to the DNI and describing their missions
4. Describing how state, local and private entities contribute to the efforts of the U.S. Intelligence Community

Competency 4: The student will describe the history of the Intelligence Cycle and why it is taught and used in the IC today by:

1. Explaining the role CI plays in providing “decision advantage”
2. Defining “right to know” and “need to know” and describing why they are fundamental parts of CI
3. Fully defining the different levels involved in security clearances and how one goes about obtaining one
4. Explaining how CI can be “offensive” as well as “defensive”

Competency 5: The student will provide a workable definition for counterintelligence (CI) and fully describe its elements by:

1. Explaining the role CI plays in providing “decision advantage”
2. Defining “right to know” and “need to know” and describing why they are fundamental parts of CI
3. Defining the different levels involved in security clearances and how one goes about obtaining one
4. Explaining how CI can be “offensive” as well as “defensive”

Competency 6: The student will provide a definition for a covert operation by fully describing each element that is essential for its successful implementation by:

1. Describing the history of covert operations utilized by the U.S. Intelligence Community
2. Identifying various tactics that can be used in a covert operation, ranging from financial support and propaganda to military action and force
3. Describing the different considerations that go into planning an international covert operation versus a domestic undercover operation that a law enforcement agency might carry out

Competency 7: The student will understand the different legal standards applied to international and domestic intelligence efforts by:

1. Explaining how a lack of oversight led to intelligence abuses
2. Describing laws that were passed in the wake of the attacks of 9/11 that apply to the IC
3. Explaining federal laws that pertain to collection and analysis by domestic law enforcement agencies
4. Describing “controversial” measures being used by the IC and their potential legal ramifications

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information