

Course Information

Course Number: INTA 689
Course Title: National Security Investigations and Operations
Section: 65X
Time: Wednesdays, 6:30-9:10 pm
Location: 1620 L St, NW, Suite 700 Washington DC in-person and electronic-to-group in College Station
Credit Hours: 3.0

Instructor Details

Instructor: Gary Ross
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Office Hours: By appointment

Course Description

“National Security Investigations and Operations” is a three-hour graduate course designed to give students an in-depth understanding of federal counterintelligence, and counterterrorism investigations and operations. It introduces students to the jurisdictions of federal law enforcement agencies and the roles and responsibilities of Special Agents. The course employs a practicum approach, utilizing classroom instruction, followed by exercises intended to allow the student to experience all facets of a simulated investigation. Historic operations will be examined to identify investigative successes / failures, and lessons learned. The process and authorities for developing proactive operations are also presented.

Specific investigative skills covered include interviewing and sworn statements, confidential sources, physical and technical surveillance, digital records analysis, evidence handling, affidavits and subpoenas, search warrants, interrogations, case documentation, oral briefings, prosecutive support and testifying. Assigned readings, classroom discussions, and guest speakers will be used to supplement the investigative exercises. It is essential that students complete assigned readings prior to each class. By the end of the course, students will have completed several investigative actions, maintained an investigative case file, and prepared a comprehensive report of investigation.

This course is offered as both a face-to-face course to students in College Station and through electronic to group delivery to students at the Bush School’s Washington, D.C. teaching site synchronously via Zoom. Students participating online may utilize the chat box only with the express approval of the professor, and verbal participation during class sessions is required. The course requirements for students in both locations are the same.

Course Prerequisites

Graduate classification

Course Learning Outcomes

Upon completion of this course, the student will be able to:

1. Identify federal agencies with the mission to conduct counterintelligence, and counterterrorism investigations. Understand the federal hiring process and the training that Special Agents undergo. Identify the primary and secondary duties of a Special Agent.
2. Recognize the goals of an investigation and the federal authorities associated with conducting an investigation. These include the authorities incumbent to federal agencies, such as administrative subpoenas and network monitoring, and those requiring coordination with the Department of Justice, such as grand jury subpoenas and search/arrest warrants.
3. Demonstrate an ability to perform investigative actions during a simulated investigation, including interviews, source handling, surveillance, case briefings, affidavits, execution of search warrants, evidence seizure, interrogation and testifying. Assess successes and failures associated with historic investigations.
4. Prepare written products that show an understanding of investigative procedures and clearly articulate the results of investigative activity. Demonstrate the ability to verbally brief investigative findings to senior officials.
5. Identify the role of proactive operations in federal law enforcement and the process for initiating an operation.

Textbook and/or Resource Materials

1. Federal Law Enforcement Careers, Thomas Ackerman
2. Interviewing and Interrogation for Law Enforcement: John Hess
3. Search and Seizure: A Field Guide for Law Enforcement, Anthony Bandiero
4. FBI: Domestic Investigations and Operations Guide
<https://www.nytimes.com/interactive/projects/documents/the-new-operations-manual-from-the-f-b-i>
5. FLETC Legal Training Handbook
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf
6. NCIS Manual
<https://www.ncis.navy.mil/Portals/25/Documents/Reading%20Room/Operational%20Records/NCIS%20Manual%201%20updated%2018%20Dec%2018.pdf?ver=2020-05-28-150835-317>
7. Law Enforcement Investigations, Department of the Army
https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/atp3_39x12.pdf
8. National Security Letters in Foreign Intelligence Investigations, CRS
<https://crsreports.congress.gov/product/pdf/RL/RL33320>
9. Surveillance of Premises, Vehicles and Persons, Treasury Dept
<https://www.ojp.gov/pdffiles1/Digitization/60130NCJRS.pdf>
10. Attorney General Guidelines on FBI Undercover Operations
<https://vault.fbi.gov/FBI%20Undercover%20Operations%20/FBI%20Undercover%20Operations%20Part%201%20of%201>
11. Inspectors General's Guide to Undercover Operations
<https://www.ignet.gov/sites/default/files/files/guidelines-undercover-operations-june-2013.pdf>

Additional readings may be assigned throughout the course and will be made available to the students in the form of handouts or e-mails.

Grading Policy

Students will be responsible for maintaining an investigative case file throughout the simulated operation. The case file will document all investigative activity and evidence seized. At the mid-point of the course, students will orally brief preliminary investigative findings. At the conclusion of the investigation, students will prepare a comprehensive report of investigation and submit a completed case file for review. Short-response Midterm and Final examinations will be administered to confirm mastery of classroom material.

Participation and Attendance: All students are expected to attend each class and to actively participate in classroom discussions and exercises.

GRADING

Course Participation (Participation in Exercises and Classroom Discussion)

10%

Case Briefing

15%

Midterm

20%

Report of Investigation and Completed Case File

30%

Final exam

25%

The following scale will be used for calculating final grades for this course

90-100 A; 80-89 B; 70-79 C; 60-69 D; and 0-59 F

<http://student-rules.tamu.edu/rule10>

Late Work Policy

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. Late work policies must clearly link to [Student Rule 7](#).

Course Schedule

(Syllabus topics are subject to change)

Week 1 Federal Law Enforcement Agencies & Special Agent Job Series

Employment Qualifications	Hiring Process
Jurisdiction & Federal Offenses	Training
Primary Agent Duties	Secondary Agent Duties
Salary / Benefits	

Readings: *Federal Law Enforcement Careers*, Thomas Ackerman, Chapters 1 – 5

FLETC Legal Training Handbook, Chapters 1
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

NCIS Manual, Chapter 12 (Employee Benefits)
Chapter 14 (Training and Development)
Chapter 46 (Recruitment and Selection of Special Agents)
<https://www.ncis.navy.mil/Portals/25/Documents/Reading%20Room/Operational%20Records/NCIS%20Manual%201%20updated%2018%20Dec%2018.pdf?ver=2020-05-28-150835-317>

Week 2 Counterintelligence and Counterterrorism Investigations

Predication
Goals
Legal Authorities (Agency and DOJ)

Case Predication & Source Interview

Class Presentations: Law Enforcement Agency Jurisdictions and Missions

Readings: FLETC Legal Training Handbook, Chapter 6
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

Week 3 Creating an Investigative Plan

Case File Preparation and Upkeep
Confirmation of Initial Source Information
Elimination of Alternative (Non-HUMINT) Sources
Identification / Elimination of Potential Suspects
Internal Records Review (Security and Personnel Records)
Case Documentation (Results of Investigative Activity)

Readings: *Law Enforcement Investigations*, Department of the Army, 2013
https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/atp3_39x12.pdf

FLETC Legal Training Handbook (2019), Chapters 5, 6
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

Week 4 Identification/Elimination of Potential Subject (Records) – Part 2

- Internal Network Activity
- External Records Review (Open Source / Social-Media)
- External Records Review (Publicly Available Records)
- Conducting witness interviews
 - OPSEC and Non-Disclosure Agreements
 - Sworn Statements
 - Documentation (Results of Interview)

Readings: FLETC Legal Trng. Handbook (2019), Chapter 4, 15 (Electronic Evidence)
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

FBI: Domestic Investigations and Operations Guide, Sections 7-10
<https://www.nytimes.com/interactive/projects/documents/the-new-operations-manual-from-the-f-b-i>

Interviewing and Interrogation for Law Enforcement: John Hess, Chapters 1-3

Search and Seizure: A Field Guide for Law Enforcement, Bandiero, pp. 73-94

Week 5 Identification/Elimination of Potential Subject (Interview)–Part 3

- Network Monitoring
- Administrative Subpoenas / National Security Letters
- Ruse Interviews

Readings: FLETC Legal Training Handbook (2019), Chapter 4, 15
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

National Security Letters in Foreign Intelligence Investigations, CRS
<https://crsreports.congress.gov/product/pdf/RL/RL33320>

Week 6 Intermediate (More Intrusive) Investigative Activities – Part 1

- Workplace Search (Office)
- Public Searches (Trash Pull)
- Evidence Seizure / Handling
- Confidential Sources

Readings: FLETC Legal Training Handbook (2019), Chapter 7, 8
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

Search and Seizure: A Field Guide for Law Enforcement, Bandiero, pp. 1-34

Week 7 Intermediate (More Intrusive) Investigative Activities – Part 2

Surveillance (Workplace): Physical and Electronic

Surveillance (Public): Physical and Electronic

Briefing Investigative Findings

Guest Speaker (Surveillance)

Readings: FLETC Legal Training Handbook

https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

Surveillance of Premises, Vehicles and Persons, Treasury Dept.

<https://www.ojp.gov/pdffiles1/Digitization/60130NCJRS.pdf>

FBI: Domestic Investigations and Operations Guide, Section 11

<https://www.nytimes.com/interactive/projects/documents/the-new-operations-manual-from-the-f-b-i>

Week 8 MIDTERM - Briefing Findings to Senior Officials & DoJ

Week 9 Subject Identified: DoJ Support – Part 1

Grand Jury Subpoenas (Bank-CC / Phone / ISP / Travel)

Search Warrant (Surreptitious Entry / Vehicle logger)

Surveillance (Technical) – T3 / FISA

Guest Speaker (U.S. Attorney's Office - Affidavits)

Readings: *Search and Seizure: Field Guide for Law Enforcement*, Bandiero, pp. 95-123

Week 10 Subject Identified: DoJ Support – Part 2

Affidavits and Search Warrants

Grand Jury Indictments

False Flag Operation

Search Warrant Execution (Overt)

Readings: *Search and Seizure: A Field Guide for Law Enforcement*, Bandiero, pp. 35-94

Week 11 **Subject Identified: DoJ Support – Part 3**
Arrest Warrant
Interrogation (Arrest / Custodial)
Interrogation (Indictment / Non-Custodial)

Guest Speaker (Interrogation)

Readings: *Interviewing and Interrogation for Law Enforcement*: Hess, Chapters 4 – 6

FLETC Legal Training Handbook (2019), Chapter 11 (False Statements)
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

Week 12 **Offensive Operational Considerations**
Preparing Report of Investigation
Courtroom Testimony and Prosecutive Support
Plea Agreements / Debriefs
Trial and Sentencing

Guest Speaker (U.S. Attorney's Office – Testimony)

Readings: FLETC Legal Training Handbook (2019), Chapter 5 (Courtroom Testimony)
https://www.fletc.gov/sites/default/files/legal_training_handbook_2019_final.pdf

Week 13 **Proactive Operations**
Identifying the Threat
Operational Security
Jurisdiction and Initiation

Readings: Attorney General's Guidelines on FBI Undercover Operations
<https://vault.fbi.gov/FBI%20Undercover%20Operations%20/FBI%20Undercover%20Operations%20Part%201%20of%201>

Inspectors General Guide to Undercover Operations
<https://www.ignet.gov/sites/default/files/files/guidelines-undercover-operations-june-2013.pdf>

Week 14 **NO CLASS – Thanksgiving Holiday**

Week 15 **Field Trip (NCIS HQ / Quantico)**
Careers in Federal Law Enforcement
CI Investigations and Operations

IN PERSON FINAL EXAM DURING FINAL EXAM PERIOD – DATE TBD

University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that

student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

College and Department Policies

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see <http://diversity.tamu.edu/>). Accordingly, all of us in this class are expected to respect the different experiences, beliefs, and values expressed by others, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. Unprofessional, insensitive, or disrespectful behaviors (such as using dehumanizing, derogatory, or coarse language; dismissing ideas based on the characteristics of the speaker/writer; or expressing threat or intent to harm, even if framed "as a joke") are inconsistent with the Bush School's commitment to diversity, and will not be tolerated by faculty or students participating in this class. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.