**Course Syllabus and Policy Requirement Statement**

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

**ISSA 3302: Fundamentals of Intelligence Analysis**

**Course Description/Overview**

ISSA 3302 will examine the fundamentals of intelligence analysis. As described by British scholar Dr. Mark Phythian in his article, "Intelligence Analysis Today and Tomorrow", analysis lies at the heart of intelligence. It is the foundational skill of any professional intelligence analyst. While technological tools can assist enormously, analysis remains an intellectual process based on the application of human thought and judgment. It is an art assisted by science rather than a science in itself. As intelligence analysis has moved from being a profession towards becoming a discipline, and the body of shared knowledge underpinning it has grown, so awareness of the dimensions of these problems and of possible remedies has spread. Of central importance in this respect has been the work of Richards J. Heuer Jr. on the psychology of intelligence failure, outlining the various types of cognitive bias and suggesting ways in which these might be reduced or even eliminated. However, awareness of the risk of cognitive bias, logic errors, and of other psychological roots of intelligence failures, have not of themselves been sufficient to eliminate their occurrence. Hence, the question of the psychology of intelligence failure pervades much of the course content in ISSA 3302.
Post-9/11 'war on terror' intelligence faces not just these contemporary variants of familiar challenges, but a further set of challenges that arise from the nature of the target itself. Today, intelligence analysts work in a much-changed global security environment characterized by the diffuse, evolving and often ambiguous nature of threats. As professional intelligence analysts, it is incumbent upon them to disambiguate the complexities of the operational environment in which the U.S. is operating today. The fluid nature of the terrorist threat confronting states and the impact of globalization on the terrorist enterprise mean that the contemporary threat from terrorism does not share any of the helpful 'bounded' characteristics of earlier state-based threats. In other words, unlike the Cold War, where outcomes were generally linear in nature and predictable, today we find ourselves operating in non-linear, complex operating environments where the outcomes are highly volatile, uncertain, and unpredictable. One only needs to look at recent events in the Middle East and the so-called "Arab Spring" to begin to understand the magnitude of the challenges facing the intelligence enterprise today.

The world and the threats within this non-linear operating environment are becoming increasingly diffuse in nature – with non-military threats increasing in relation to purely military ones – while the intelligence community is producing analysts tailored to perform specific, focused missions within an analytic enterprise that emphasizes secrecy and segregation of effort over knowledge-sharing and unity of effort. This aspect alone presents many challenges for the intelligence analyst. This development has three main components. First, the nature of many threats is changing. Second, policymakers' expectations are changing, often unclear, and worse, biased. Third, short-term intelligence is emphasized over mid- and long-term analysis.

Since the end of the Cold War, the intelligence community has contended with the emergence of new threats to national security from a number of quarters, including increasingly powerful non-state actors such as transnational terrorist groups. Many of these actors have capitalized on the still-evolving effects of globalization to threaten U.S. security in nontraditional ways. At the same time, global trends such as the population explosion, uneven economic growth, urbanization, the AIDS pandemic, developments in biotechnology, and ecological trends such as the increasing scarcity of fresh water in several already volatile areas are generating new drivers of international instability. Finally, long-standing intelligence problems such as North Korea and Iran require immense investment of analytical skills and effort. These trends and continuities make it extremely challenging to develop a clear set of priorities for collection and analysis.

The analytical products of the intelligence community are intended to provide the information necessary to help policymakers from the president on down understand developments and make better decisions. Intelligence analysts are tasked with making sense of these developments, identifying potential threats to U.S. national security, and crafting appropriate intelligence products for policy makers. They also will continue to perform traditional missions such as uncovering secrets that potential adversaries desire to withhold and assessing foreign military capabilities. This means that, besides using traditional sources of classified information, often from sensitive sources, they must also extract potentially critical knowledge void of cognitive biases, and requiring substantial analysis to determine their accuracy and applicability, from vast quantities of available open-source information.
ISSA 3302 will address issues related to intelligence analysis. ISSA will cover the nature of intelligence and how the process of the intelligence cycle delivers analysis products to its wide variety of consumers. This course is an examination of intelligence analysis to include process, analytic techniques, analytic failure, and relationships with its primary consumer—the policy maker. The intelligence requirements facing the United States are daunting. Making sense of these requirements and rendering sound intelligence judgments so the formulation of national policy can be achieved is no easy task. Thus, the reading load is necessarily intensive. The course is designed to be highly interactive, to value your experiences and your well-thought-out positions and opinions; and to allow you to express your intellect as an active participant and contributor towards the national dialogue and debate on hot button issues of the day. I encourage you to read national newspapers or other sources and be prepared to open each class session with the current news of the day.

Click this link for a printable version of the syllabus.

Required Texts:

- Additional readings, which will usually be electronically retrievable, will be assigned for specific classes.
Course Objectives/Learning Outcome

Objectives: ISSA 3302 is designed for students to develop an understanding of and appreciation for the craft of intelligence and its legitimacy and relevance in a democratic context, and to be able effectively to define a bias and discuss the implications of biases in our decision-making process.

As a result of completing this course, the student will be able to:

1. Identify sources of cognitive biases.
2. Discuss how biases play a part in intelligence failures.
3. Describe critical thinking and the standards used for evaluating our thinking.
4. Describe the differences between inferences and assumptions in intelligence analysis.
5. Use critical thinking techniques to provide structure to your analytic reasoning.
6. Identify, describe, and employ 14 methods for structured reasoning.
7. Demonstrate critical thinking proficiency through lecture, classroom participation, and weekly homework assignments.
8. Complete a final class assignment using a minimum of three structured analytic methods presented in this course.
9. Apply knowledge of critical thinking by using a set of analytic tools designed to hone your skills as an analyst.
10. Understand and describe analytic deficiencies as they relate to intelligence failures.
12. Understand enduring challenges facing the intelligence enterprise.

Learning Outcome: As a result of completing this course, the student will be able to:

1. Express an "informed citizen's" understanding of the craft of intelligence to include critical thinking techniques; intelligence analysis process; intelligence-policy nexus and natural points of conflict within this critical relationship; intelligence failures and associated causes; and challenges facing today's intelligence analyst.
2. Analyze and appreciate the capacities of intelligence, the constraints within which it works, and its contribution to American security and American values.
3. Compare the intelligence process with other factors that impact national decision-making and distinguish the appropriate role of intelligence in a variety of policy circumstances.
4. Evaluate intelligence and policy-maker points of conflict and understand how politicizing intelligence can lead to policy failure.
5. Recognize cognitive biases and logic errors.
6. Express a coherent system of thought for solving problem sets in complex operating environments.
Grading Policies

A Note on Grades: ISSA 3302 is a colloquium (meaning a group discussion, from the Latin Colloqui – to talk together—to have a conversation). As such, weekly participation in the discussion threads is expected and forms part of the grade. Final grades are composed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Participation in the Discussion Board</td>
<td>30%</td>
<td>Weekly for weeks 1 - 7.</td>
</tr>
<tr>
<td>First Essay</td>
<td>30%</td>
<td>21:00 Central Time of Sunday end of Lesson 4. 4 - 6 pages</td>
</tr>
<tr>
<td>Final Essay</td>
<td>40%</td>
<td>21:00 Central Time of Friday of Lesson 8. 12 - 15 pages</td>
</tr>
</tbody>
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Grades will be based on your ability to organize the material, integrate relevant concepts and theories, and present them orally and in essay form in discussion threads as well as mid-term and final examinations. You are expected to apply your own observations as necessary when demonstrating grasp of material.

Student Essay Papers: Each student will write 2 essays.

The first essay will be 4-6 pages in length and will be due at the conclusion of lesson 4. We will discuss the content of that essay during the first lesson.

The second essay will be your final exam paper and is a policy document. This paper is more demanding because it will be an original essay issues concerning U.S. oversight policy and democratic governance. You will be provided several potential essay questions from which to choose. This essay is to be 12-15 pages long.

Guidance Concerning Paper Structure: Your paper will address an issue affecting U.S. intelligence and national security. Approach this paper as if you are developing a policy position for your boss to take to the Director for National Intelligence or a congressional hearing. Essays will contain four main sections, labeled as follows:
• **Description** – Briefly describe the issue and provide background information needed for the subsequent sections (who, what, when, where, and how – set the conditions for your argument).

• **Explanation** – Identify the main elements or "drivers" of this issue. What are the most important aspects that, if resolved, could lead to a solution?

• **Analysis** – This is the part of the paper where you examine the drivers and decide which ones are most important. In many cases, this will involve value judgments on your part. Most of the scholarly sources you have used will already have done this, so you should not find yourselves having to do so from scratch. It is both acceptable and often necessary to say that source A analyzes the issue this way, while source B analyses it another way. At the end of this section, state your position and justify your reasoning.

• **Recommendations** – Make suggestions for resolving the issue. Critical thinking and imagination are crucial here. These can be solutions you have developed on your own. They also can be ones you have read in your sources, as long as you reference them and integrate your own analysis. As you develop your recommendation, imagine that you are answering the question for your boss, who is preparing to brief the President on your findings.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = 59 % and below.

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**Course Organization/Learning Outcomes/and Required Readings:**

**Lesson 1: Nature of Intelligence**

**Learning Outcomes:**
1. Describe the agencies comprising the Intelligence Community (IC).
2. Understand the tug and pull between the institutional bureaucracy and a young workforce.
3. Describe two of four key functions of the intelligence enterprise – Collection and Analysis, and how they interact between the intelligence process and policy.
4. Comprehend how the IC has changed since 9/11.
5. Understand why we have 16 intelligence agencies in U.S. Intelligence Community.

Paper Chase, clip from the 1973 movie, YouTube video, http://www.youtube.com/watch?v=qx22TyCge7w

Plato. The Parable of the Cave. View YouTube Video 3:18: http://www.youtube.com/watch?v=69F7GhASOdM


Richard K. Betts, Enemies of Intelligence: Knowledge and Power in American National Security Preface xi-xvi; Chapter 1, pp 1-18 (21st Century Intelligence); Chapter 8, pp 183-193 (Enemies at Bay).


The Evolution of the U.S. Intelligence Community-An Historical Overview http://www.fas.org/irp/offdocs/int022.html


Lesson 2: Critical Thinking for Intelligence Analysis – Thinking About Thinking-and-Learning Outcomes
Learning Outcomes:

1. Understand the importance of having a system of thought.
2. Comprehend the dialectic as a system of thought.
3. Comprehend the dangers of cognitive biases in analytic reports.
4. Comprehend the dangers of logic errors in performing intelligence analysis.

http://www.youtube.com/watch?v=xFn_GUAhGU

Richards J. Heuer, Jr. Psychology of Intelligence Analysis, part I, pp. 1-16; Part III, 111-161.

Wayne M. Hall, Intelligence Analysis: Operating in Complex Environments, Introduction, pp.1-6; Ch. 6 (Critical Thinking) pp.93-120, Ch.20 (System of Thought) 383-404.

David T. Moore, Critical Thinking and Intelligence Analysis, pp.1-18.


Lesson 3: The Intelligence Analyst – Policy Maker Relationship

Learning Outcomes:

1. Define the analytic discipline.
2. Describe the analytic process.
3. Comprehend intelligence analysis in a policy context.
4. Understand the role of intelligence in policy-making.
5. Understand how intelligence and policy may conflict and potentially lead to intelligence failures or policy failures.
Lesson 4: Basic Intelligence Structured Analytic Techniques

Learning Outcomes:

1. Explain 4 elements of structured analytic techniques: Analysis of Competing Hypothesis (ACH), Key Assumptions Check (KAC), Quality of Information Check, and Indicators or Signposts of Change.
2. Demonstrate using the analytic technique of Analysis of Competing Hypothesis (ACH).
3. Explain the value of Devil's Advocacy (DA) a contrarian technique as applied to analytic assumption
4. Explain Red Team Analysis and Brainstorming as imaginative thinking techniques.
5. Describe the 14 Cognitive functions for advanced intelligence analysis

Wayne M. Hall, Intelligence Analysis: Operating in Complex Environments. Ch.3 (Solutions), pp. 29-47

Lesson 5: Analytic Decomposition, Recomposition, and Synthesis

Learning Outcomes:

1. Understand how to break down problem set or wholes, into parts.
2. Understand the output of decomposition.
3. Describe the process of recomposing new understanding into new wholes.
4. Comprehend how synthesis enables new wholes to transform into knowledge.
5. Understand the difference between data, information, knowledge, understanding, and wisdom.

Wayne M. Hall, *Intelligence Analysis: Operating in Complex Environments*, part II, Ch. 5, pp 77-92 (Decomposition); Ch.17, pp 299-313 (Recomposition); Ch. 18, pp 314-331 (Synthesis).


Lesson 6: The Daily Intelligence Brief

Who are the consumers of intelligence analysis? What do they want? What do they need? How does intelligence relate to them? Why is it necessary in understanding the reasoning styles of the policy maker and commanders important? Are they deductive or inductive thinkers? and why does it matter?

Learning Outcomes:
1. Describe how the intelligence process delivers intelligence products to consumers.
2. Describe the different intelligence products available to consumers.
3. Comprehend why reasoning styles are important to understand when producing and delivering intelligence products.
4. Understand the role of the policymaker as an intelligence consumer.
5. Comprehend how the policymaker uses intelligence to shape national security policy.


Mark M. Lowenthal. *Intelligence*, Ch 6, pp. 119-162 (Analysis); Ch 9, pp 199- 216 (The Role of the Policy Maker).


**Lesson 7: Wins and Losses - Case Studies**

Wins and Losses I: Case studies: Iraq WMD; the Iranian nuclear program; Syria's nuclear reactor; post-Saddam Iraq; Post Kim Jong Il Korea; the Arab Spring; Libyan Civil War; Afghanistan: Winning or Losing?

**Learning Outcomes:**

1. Understand how the intelligence – policy nexus can lead to failed policy.
2. Evaluate the pitfalls of politicizing intelligence for the benefit of policy.
3. Comprehend the limitations of intelligence collection against hard targets.


Lesson 8: Challenges in Intelligence Analysis

Learning Outcomes:

1. Comprehend the intelligence challenges in a post-911 environment
2. Comprehend the challenges of intelligence reform and implementation.
3. Understand the "hot-button" intelligence issues of the day: covert action, Congressional oversight, intelligence reform, electronic surveillance, detention, targeted killing, transparency, etc.


**Recommended Reading:**


From the conference I recommend the following:


Christopher Andrew. *HISTORICAL ATTENTION SPAN DEFICIT DISORDER: WHY INTELLIGENCE ANALYSIS NEEDS TO LOOK BACK BEFORE LOOKING FORWARD*, p. 63

Markus Ederer.*NEW AND EMERGING CHALLENGES FOR INTELLIGENCE ANALYSIS*, p. 81
Course Bibliography:


Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies
Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.