

Course Syllabus and Policy Requirement Statement

Your access to the course materials implies that you completed 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](#).

INA 4301 Advanced Intelligence Analysis

Course Description/Overview

This course focuses on the rigorous techniques intelligence analysts use to solve problems, introducing the student to issues of strategic concern and the role of the intelligence analyst in informing policy judgments and courses of action. Students explore advanced concepts in analysis including data collection from technical sensors, structured analytic techniques for analysis, and sophisticated qualitative and quantitative methodologies used to synthesize large volumes of data in order to develop strategic assessments of threats and vulnerabilities.

Course Objectives/Learning Outcomes

- Objectives:** As a result of completing this course, the student will be able to:
1. Illustrate the role of intelligence analysis and production tradecraft as the "product" of the Intelligence Community (IC), with emphasis on the roles of collectors, producers, consumers, and policy makers.
 2. Describe and discuss the relationship between intelligence analysis and public/foreign policy, including the role of intelligence in informing policy decision-making and developing strategic courses of action
 3. Discriminate among advanced analytic methodological techniques, including qualitative and quantitative systems for problem solving
 4. Describe potential weaknesses in intelligence analysis, and define strategies for mitigating cognitive, data, and methodological limitations.
 5. Evaluate an intelligence problem and determine an effective strategy to collect and analyze data, arrive at an assessment, and report key judgments

Course Prerequisites:

The student should have a basic understanding of the intelligence community, intelligence cycle, and standard analytic methodologies including structured analytic techniques. This may come through previous coursework like **INA3302 Fundamentals of Intelligence Analysis**, or through evaluation of prior experience, at the discretion of the department chair.

Course Required Textbooks:

Clark, Robert M. [**Intelligence Analysis: A Target-centric Approach**](#). 3rd ed. Washington, D.C.: CQ, 2009. (Available on Kindle)

Clauser, Jerome, and Jan Goldman. [**An Introduction to Intelligence Research and Analysis**](#). Lanham, MD: Scarecrow, 2008. (Paperback)

Fingar, Thomas. [**Reducing Uncertainty: Intelligence Analysis and National Security**](#). Stanford, CA: Stanford Security Studies, 2011. (Available on Kindle)

Hall, Wayne Michael., and Gary Citrenbaum. [**Intelligence Analysis: How to Think in Complex Environments**](#). Santa Barbara, CA: Praeger Security International, 2009. (Available on Kindle)

Course Expectations

MODE OF INSTRUCTION, STUDENT PREPARATION and PARTICIPATION:

Class will be conducted in a colloquia format. Participation in class discussions via the online threads is a critical component of each student's participation (and grade) in the course. Additionally, students will be expected to demonstrate synthesis of concepts presented through one mid-term project/essay, and a final examination of student learning in the form of a 10-12 page essay on a relevant topic.

Grading Policy

| Assignment | Percent of Grade | Due |
|---------------------------------------|------------------|--|
| Participation in the Discussion Board | 30% | Weekly when no essay is assigned. |
| Essay 1 | 30% | 21:00 CST of Sunday end of Lesson 4. (6 - 8 pages) |
| Final Essay | 40% | 21:00 CST of Friday of Lesson 8. The topics for the final exam will be available in BlackBoard on Monday of Lesson 6. (10 - 12 pages) |

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.

WRITING ASSIGNMENTS

Class Discussion Threads: Each week you will respond to a discussion thread that asks a relevant question drawn from the assigned readings. The questions are meant to initiate a dialectical discourse among you and your classmates. You are expected to not only address the question that I ask, but also contribute to a conversation with your classmates by directly addressing points that they raise in their responses. You will be expected to apply the concepts of critical thinking and analytic writing to ensure your responses are clear, concise, and complete.

Each student is required to contribute two submissions to each discussion thread, meaning you will write and post two responses per week. Your first response of 400 to 500 words should directly address the topic question. Your second response of 100 to 200 words should address a point or topic from another of your peers' responses, i.e. highlight a point that you either agree with or disagree with, and provide an academic critique of their point(s). I will act as moderator for these discussions.

Posts that are unprofessional, personal in nature, or otherwise deemed inappropriate or offensive will receive zero points. **[The first time I will send you a note, the second time I will send a note to the department asking that you be removed from the class.]**

I expect you to contextualize your discussion contributions for the class. Contextualizing means referring to the author's arguments in the format of "According to the author" or "The author argues," etc. Then frame your response accordingly. Additionally, an insightful response will apply the theoretical foundations introduced in the readings to a historical or contemporary real-world example. I request that you do this for two reasons. First, it provides your peers with some frame of reference for what you are discussing. And second, although we may find it interesting to ask others what they think about things in general, I also find it useful to know if you (and they) actually understand the arguments presented in the assigned readings.

In addition, if you are discussing specific readings about a very specific topic, please add page numbers in parentheses at the appropriate point in your discussion to help direct students to the material you are referencing.

I will evaluate your contribution to the discussion thread by assigning a numerical score (see below). The following criteria will be used to evaluate class participation through contributions to the discussion threads:

- Demonstration of upper division, undergraduate-level reading comprehension
- Ability to construct challenging and thought-provoking dialogue that goes beyond the mere listing of facts as presented in the readings
- Ability to contribute to class discussion
- Ability to answer the questions I pose to you
- Ability to meet assigned deadlines for submitting discussion threads

The following numerical score will be used:

90-100 = Outstanding

80-89 = Above Average

70-79 = Average

60-69 = Below Average
below 59= Did not meet minimum standards
0 = Did not participate

Mid-Term and Final Essays:

You are expected to submit 2 formal writing assignments during the course. Your papers should be double spaced using 12 point font, and edited to eliminate grammatical, diction, spelling, and punctuation errors. Proper citations are also expected; You should use the "Notes and Bibliography" format in the Chicago Manual of Style, which is available for your reference via Blackboard. All sources that are cited in the text must appear in the reference list (bibliography) at the end of the paper. I strongly recommend accessing a style manual reference as you write your paper. The Purdue University Online Writing Lab is a great resource for this. Cover pages are optional, however every page should have a header that includes your name, course number and term (i.e. ISSA4301, Sum 20XX), and the page number.

More detailed instructions for your papers will be discussed in week one. You will select a topic of your choice that is relevant to the readings and online discussion threads for both the mid-term and final, and have them approved by the instructor no later than the end of week two (mid-term) and week five (final).

The following criteria will be used to evaluate your papers:

- Ability to write and communicate at an appropriate level for an upper division undergraduate (let me know if this is a problem point for you sooner rather than later so that we can address it);
- Ability to identify and clearly state the key points, issues or arguments of the author(s);
- Ability to identify connections and integrate information in the course, and across other ISSA courses as appropriate
- Ability to follow the basic instructions outlined above, including citations and formatting.

Plagiarism will not be tolerated. If you choose to use the words of the author(s), use quotations and appropriately cite the source. Please be very sparing with quotations. They should be used for emphasis only – not to substitute for your own analysis. You will not be graded on how well you can quote, but on how you can transform the ideas of the author into your own words and ideas. That is, I will be looking for creativity, critical thinking, and your ability to integrate the material.

Assignment Submission

You are required to submit your writing assignments, including the mid-term and final essays, by the scheduled dates and times. Late papers will not be accepted. No exceptions will be made.

Readings and Assignments

Please note that it may be necessary at times to deviate from the schedule below. This will be announced via the course announcements page and email. It is your responsibility to be cognizant of these changes and act upon them accordingly.

Course Organization:

Lesson 1: Intelligence Analysis: The Path From Tradecraft to Policy

Notes

Nature of intelligence, critical and structured thinking in intelligence analysis, nature of the relationship of intelligence to policy

Readings

1. Blackwill, Robert D., and Jack Davis. "[A Policymaker's Perspective on Intelligence Analysis](#)." *Studies in Intelligence* 38.5 (1995). (pp. 7-15)
2. Fischhoff, Baruch, and Cherie Chauvin. [Intelligence Analysis: Behavioral and Social Scientific Foundations](#). Part I, Introduction and Ch 1 - Analysis in the U.S. Intelligence Community: Missions, Masters, and Method, Thomasingar (pp. 1-19)
3. [Intelligence Analysis for Tomorrow: Advances from the Behavioral and Social Sciences](#). Chapter 3 (pp. 33-44)
4. Exec. Order No. [12333](#) (pp. 1-16)
5. Optional Video: Senate Committee Select Intelligence. Threats to U.S. National Security, Jan 31, 2012. Available at <http://www.c-spanvideo.org/program/304048-1>

Assignments

- Select a suitable topic for the mid-term essay by the end of week 2, and have it approved by the instructor; begin your research.
- Appropriately respond to the discussion thread topic.

Lesson 2: Sources: Intelligence Collection

Notes

Technical Intelligence Disciplines; collection; analysis of technical data; advanced sensors and phenomenology of non-literal data

Readings

1. Clark, Robert M. *Intelligence Analysis: A Target-centric Approach*. 3rd ed. Chapter 6 (pp. 87-123); Chapter 8 (pp. 150-168)

Assignments

- Select a suitable topic for the mid-term essay by the end of week 2, and have it approved by the instructor; begin your research.
- Appropriately respond to the discussion thread topic.

Lesson 3: Methods: Analytic Mind-sets and Models of Intelligence

Notes

More on Structured Analytic Techniques; Formulating intelligence analysis problems, temporal synthesis/analysis spectrum, target and analysis models of intelligence

Readings

1. Central Intelligence Agency. [A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis](#): US Government, 2009. (pp. 1-39)
2. Clark, Robert M. *Intelligence Analysis: A Target-centric Approach*. 3rd ed. **Chapter 4 (pp. 49-59); Chapter 5 (pp. 60-86)**

Assignments

- Appropriately respond to the discussion thread topic.

Lesson 4: Analytic Methodologies: Qualitative Analysis

Notes

Strategic Perspective; Intuition, Heuristic problem solving

Readings

1. Fischhoff, Baruch, and Cherie Chauvin. [*Intelligence Analysis: Behavioral and Social Scientific Foundations*](#). Washington, D.C.: National Academies, 2011. **Chapter 5, Kiron K. Skinner (pp. 101-113), Chapter 6, Barbara Spellman (pp.117-139)**

Assignments

- Turn in mid-term essay according to the directions in the syllabus and on BB.
- ***No discussion-thread topic assignment for this week.***

Lesson 5: Analytic Methodologies: Quantitative Analysis

Notes

Descriptive statistics and statistical modeling; Regression; Bayesian Analysis; Game Theory

Readings

1. Clauser, Jerome, and Jan Goldman. ***An Introduction to Intelligence Research and Analysis***. Lanham, MD: Scarecrow, 2008. **Chapter 9 (pp. 105-128), Chapter 10 (pp. 129-163), Chapter 11 (pp. 176-179)**
2. Fischhoff, Baruch, and Cherie Chauvin. [*Intelligence Analysis: Behavioral and Social Scientific Foundations*](#). Washington, D.C.: National Academies, 2011. **Chapter 3, *Applications of Game Theory in Support of Intelligence Analysis*, Bruno Bueno de Mesquita(pp. 57-79)**

Assignments

- Select a suitable topic for your final essay by the end of week 5, and have it approved by the instructor; more information on selection of topics will be posted on BB. Begin your research; it is highly recommended to do a research outline.
- Appropriately respond to the discussion thread topic.

Lesson 6: Predictive Analytic Methodologies: Estimative Intelligence

Notes

Strategic Analysis; Prediction; Forecasting; Scenario-driven estimative products; National Intelligence Estimate, Annual Threat Assessment, and Global Trends

Readings

1. Fingar, Thomas. ***Reducing Uncertainty: Intelligence Analysis and National Security***. Stanford, CA: Stanford Security Studies, 2011. **Chapter 4 (pp. 50-66),**

- Chapter 5 (pp. 67-88), Chapter 6 (pp. 115-125)
2. Clark, Robert M. *Intelligence Analysis: A Target-centric Approach*. 3rd ed. Chapter 10 (pp. 185-206); Chapter 11 (pp. 207-225)
 3. [Annual Threat Assessment: Statement Before the Armed Services Committee, United States Senate](#): US Government, 2012. (pp. 1-32)
 4. National Intelligence Council. [National Intelligence Estimate, Key Judgments. Iran: Nuclear Intentions and Capabilities](#). US Government, 2007. (pp. 1-9)
 5. Clapper, James R. [Worldwide Threat Assessment; Remarks Delivered to the House Permanent Select Committee on Intelligence](#). US Government, 2012. (Recommended)
 6. National Intelligence Council. [Global Trends 2030: Alternative Worlds](#). US Government, 2012. (Recommended)

Assignments

- Appropriately respond to the discussion thread topic.

Lesson 7: Complex Analytic Methodologies: Links, Patterns and Trends

Notes

Communication and relationships; networks; tactical level analysis; complex operating environments

Readings

1. Hall, Wayne Michael., and Gary Citrenbaum. *Intelligence Analysis: How to Think in Complex Environments*. Santa Barbara, CA: Praeger Security International, 2010. Part II: Ch 7 (pp. 121-138); Ch 8 (pp. 139-154); Ch 9 (pp. 155-166)

Assignments

- Appropriately respond to the discussion thread topic.

Lesson 8: Transformation: Evolving the Role of Strategic Intelligence

Notes

Transitioning (back) from tactical to strategic analysis; Strategy and Policy; Strategic Framework for Intelligence Analysts; Organizational Challenges

Readings

1. Stigall, Steven M. "[A Strategy Framework for the Intelligence Analyst](#)." *Studies in Intelligence* 56.3 (2012): 59-64.
2. Fingar, Thomas. *Reducing Uncertainty: Intelligence Analysis and National Security*. Stanford, CA: Stanford Security Studies, 2011. (Available on Kindle) **Epilogue (pp. 126-138)**
3. Committee on Behavioral and Social Science Research to Improve Intelligence Analysis for National Security. [Intelligence Analysis for Tomorrow: Advances from the Behavioral and Social Sciences](#). Washington, D.C.: National Academies, 2011. **Chapter 13, Implementing Change: Organizational Challenges. Amy Zegart (pp.309-325)**

Assignments

- Turn in Final Exam Essay according to the directions in the syllabus and on BB.

Course Bibliography and Readings:

Required Readings

Blackwill, Robert D., and Jack Davis. "[A Policymaker's Perspective on Intelligence Analysis](#)." *Studies in Intelligence* 38.5 (1995): 7-15.

Burgess, Ronald L. [Annual Threat Assessment: Statement Before the Armed Services Committee, United States Senate](#): US Government, 2012.

Central Intelligence Agency. [A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis](#): US Government, 2009.

Clapper, James R. [Worldwide Threat Assessment; Remarks Delivered to the House Permanent Select Committee on Intelligence](#). US Government, 2012.

Clark, Robert M. [Intelligence Analysis: A Target-centric Approach](#). 3rd ed. Washington, D.C.: CQ, 2009. (Available on Kindle)

Clauser, Jerome, and Jan Goldman. [An Introduction to Intelligence Research and Analysis](#). Lanham, MD: Scarecrow, 2008. (Paperback)

Committee on Behavioral and Social Science Research to Improve Intelligence Analysis for National Security. [Intelligence Analysis for Tomorrow: Advances from the Behavioral and Social Sciences](#). Washington, D.C.: National Academies, 2011.

Exec. Order No. [12333, 3 C.F.R.](#) 16 (2008).

Fingar, Thomas. [Reducing Uncertainty: Intelligence Analysis and National Security](#). Stanford, CA: Stanford Security Studies, 2011. (Available on Kindle)

Fischhoff, Baruch, and Cherie Chauvin. [Intelligence Analysis: Behavioral and Social Scientific Foundations](#). Washington, D.C.: National Academies, 2011.

Hall, Wayne Michael., and Gary Citrenbaum. [Intelligence Analysis: How to Think in Complex Environments](#). Santa Barbara, CA: Praeger Security International, 2009. (Available on Kindle)

National Intelligence Council. [National Intelligence Estimate, Key Judgments. Iran: Nuclear Intentions and Capabilities](#). US Government, 2007.

National Intelligence Council. [Global Trends 2030: Alternative Worlds](#). US Government, 2012.

Stigall, Steven M. "[A Strategy Framework for the Intelligence Analyst](#)." *Studies in Intelligence* 56.3 (2012): 59-64.

Treverton, Gregory F., and C. Bryan Gabbard. [Assessing the Tradecraft of Intelligence Analysis](#). Santa Monica, CA: RAND, 2008.

Recommended Readings

Clark, Robert M. [The Technical Collection of Intelligence](#). Washington, D.C.: CQ, 2011. (Hardcover)

Folker, Robert D., Jr. [*Intelligence Analysis in Theater Joint Intelligence Centers: An Experiment in Applying Structured Analytic Methods*](#). Occasional Paper Number Seven: Joint Military Intelligence College, 2000.

Heuer, Richards J., and Randolph H. Pherson. [*Structured Analytic Techniques for Intelligence Analysis*](#). Washington, DC: CQ, 2011.

Johnson, Loch K., and James J. Wirtz. [*Strategic Intelligence: Windows into a Secret World*](#) : An Anthology. Los Angeles, CA: Roxbury Pub., 2004. (Paperback)

Kent, Sherman. [*Strategic Intelligence for American World Policy*](#). Princeton, NJ: Princeton UP, 1949.

Lowenthal, Mark M. [*Intelligence: From Secrets to Policy*](#). Washington, DC: CQ, 2000.

Moore, David T. [*Critical Thinking and Intelligence Analysis*](#). Occasional Paper Series Number Fourteen: National Defense Intelligence College, 2007.

Richelson, Jeffrey. [*The U.S. Intelligence Community*](#). Cambridge, MA: Ballinger Pub., 1985.

S. 2845, 108 Cong., [*Intelligence Reform and Terrorism Prevention Act of 2004*](#), U.S. G.P.O. (2004) (enacted).

Treverton, Gregory F. [*Intelligence for an Age of Terror*](#). Cambridge: Cambridge UP, 2009.

Zegart, Amy B. [*Spying Blind: The CIA, the FBI, and the Origins of 9/11*](#). Princeton, NJ: Princeton UP, 2007.

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

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs 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 emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

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.