

Course Syllabus and Policy Requirement Statement

Accessing your course materials will imply 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 6303 – Introduction to Advanced Intelligence Analysis

Course Description/Overview

This course provides understanding of the techniques and methods for advanced Intelligence Analysis. Students will learn the importance of critical thinking techniques and how effectively to apply them to intelligence analysis problem. They will be taught the basic tools of the analyst and given the opportunity to apply them. Students will also study some of the successful analysts of the past and the ways they applied the techniques and understand the various approaches to advanced analysis and the how to effectively determine how to select the right tools to use. They will also understand the value of automated tools and the effective application of automation to streamline and make more effective the analytic process.

Students will look at 3 case studies and produce their own analytic paper. They will examine these well-known events and compare the analysis at the time to their own. Students will determine the variation between “from the gut” analysis as compared to the systemic application of the techniques they will learn in this course. Through the effective use of these techniques they will appreciate the appropriateness and effectiveness of using or not using this process.

This course is an intense examination of how the intelligence process is enabled by deep and effective analysis. It will allow the student to understand, apply, and internalize the most effective types of advanced intelligence analysis and embrace its value. The course is designed to be highly interactive, value your experiences and your well-thought-out positions and opinions, and to give you an opportunity to showcase your intellect as an active participant in, and contributor towards, the national dialogue and debate on hot topics of the day. I encourage you to read national newspapers or other sources and to be prepared to open each class session with the current news and bring in your analysis of these topics to augment the discussion in the assignments and readings.

Required Texts:

- Wayne Michael Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think in Complex Environments*, (Praeger Security International, Santa Barbara, 2010) **available on Kindle**
- Robert Clark, *Intelligence Analysis: A Target-Centric Approach*, (CQ Press; Washington, DC, 2009) **available on Kindle**
- P. Christopher Early and Soon Ang, *Cultural Intelligence: Individual Interactions Across Cultures* (Stanford Business Books, Stanford, CA, 2003) **available on Kindle**
- Other readings as assigned by topic.

Recommended Resources

Online Intel Resources

1. [The Literature of Intelligence: A Bibliography of Materials, with Essays, Reviews, and Comments](#), compiled by J. Ransom Clark of Muskingum College, is an exhaustive online compendium of intelligence literature divided by author and topic.
2. The CIA's [Center for the Study of Intelligence](#) publishes unclassified articles and conference proceedings.
3. [The Federation of American Scientists](#) and the [National Security Archive](#) also maintain useful web sites on intelligence topics.
4. Two useful intelligence journals are *Intelligence and National Strategy* and the *International Journal of Intelligence and Counterintelligence*.
5. Daily media articles on current national security and intelligence related to Counterintelligence and Security Studies are available at www.cicentre.com.
6. KGS NightWatch is an excellent source of processed, finished daily intelligence analysis, you can subscribe for free at

<http://www.kforcegov.com/services/IS/NightWatch.aspx>

7. STRATFOR is a great source for specific analysis. You must either subscribe or request a specific article. You can access their database at <http://www.stratfor.com/analysis>

Daily Knowledge Vitamins – Staying current and Informed About the World

The Economist: <http://www.economist.com/>

The New York Times: <http://www.nytimes.com/>

The Christian Science Monitor: <http://www.csmonitor.com/>

The Council on Foreign Relations: <http://www.cfr.org/>

GlobalSecurity.org: <http://www.globalsecurity.org/>

Foreign Policy: <http://www.foreignpolicy.com/>

Foreign Affairs: <http://www.foreignaffairs.com/>

Foreign Policy Research Institute: <http://www.fpri.org/about/>

Grading Policies

A Note on Grades: ISSA 6303 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:

Assignment	Percent of Grade	Due
Participation in the Discussion Board	30%	Weekly when no essay is assigned.
First Essay	20%	21:00 Central Time of Sunday end of Lesson 2. 6 - 8 pages
Presentation	20%	2100 hrs. Central Time of Sunday end of week 5. 10 - 15 Slides
Final Essay	30%	21:00 Central Time of Friday of Lesson 8. 12 -15 pages

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 6-8 pages in length and will be due at the conclusion of lesson 2. We will discuss the content of that essay during the first lesson.

The **second** essay will be your final exam paper and is a fully inclusive advanced analytic product. This paper is more demanding because it will be an original essay which will included at least 5 different tools or methods of advanced analysis. It will arrive at an analytic conclusion based on the literature, the techniques, and the student's original thought. 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.

Course Objectives/Course Organization/Learning Outcome

Objectives

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

1. Understand the importance of Critical Thinking and Advanced Intelligence Analysis.
2. Understand the key advanced intelligence techniques.
3. Demonstrate a working knowledge of Advanced Analysis techniques and be able to apply them effectively use them to provide predictive analysis for several intelligence problems.
4. Demonstrate how effective Advanced Intelligence Analysis contributes to the policymaking process.
5. Comprehend the complexities of intelligence analysis and requirements in view of failures in the intelligence.
6. Understand the complexities and challenges of accepting intelligence analysis by some policy makers' measures.

Part I: Understand the Importance of Critical Thinking and Advanced Analysis

Lesson 1: Introduction to Critical Thinking and Advanced Intelligence Analysis in the context of National Security

Learning Outcomes:

1. Explain what is meant by "Advanced Intelligence Analysis"
2. Explain what is meant by "Critical Thinking"
3. Understand and describe some of the current-day great critical thinkers and the successes they have had. Define some of the expectations associated with Advanced Intelligence Analysis and what senior leaders can anticipate resulting from effective Advanced Analysis. Describe the policy implications of quality Advanced Analysis. Also, discuss the impact of poor analysis on policy decisions and national security leaders' perceptions.
4. Describe how Advanced Analysis techniques can really make the difference in a successful or failed foreign policy.

Required Readings:

Wayne Michael Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think in Complex Environments*, (Praeger Security International, Santa Barbara, 2010) Part 1

Robert Clark, *Intelligence Analysis: A Target-Centric Approach*, (CQ Press; Washington, DC, 2009) Chapters 1, 2, and 3

Russell Swenson, "Bringing Intelligence About: Practitioners Reflect on Best Practices", Joint Military Intelligence College Paper, 2003. Pp 95-104

http://www.au.af.mil/au/awc/awcgate/dia/bring_intel_about.pdf

Part II: Tools, Methods, and Applications

Lesson 2: Tools and Methods I**Learning Outcomes:**

1. Understand the focus of Decomposition and why it is the essential building block of any sort of analytic formula
2. Using the Counter Insurgency Reading by Larson et. al. how would you conduct a decomposition of irregular warfare. Explain how more conventional ways of thinking may make analysis of this area of warfare difficult.
3. Define Critical Thinking. Explain the different approaches to critical thinking from the readings
4. Comprehend how critical thinking is the cornerstone to effective advanced intelligence analysis

Required Readings:

Wayne Michael Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think in Complex Environments*, (Praeger Security International, Santa Barbara, 2010) Part 1, pp 77 - 91. Available at amazon.com

Douglass Harris and V. Alan Spiker, Critical Thinking skills for Intelligence Analysis, Chapter from the book, Ergonomics, A Systems approach, available at http://cdn.intechopen.com/pdfs/35820/InTech-Critical_thinking_skills_for_intelligence_analysis.pdf

Lesson 3: Tools and Methods II**Learning Outcomes:**

1. Describe How to apply link analysis to various intelligence analysis problems
2. Explain the methods of link analysis
3. Understand the applications of link analysis to intelligence analysis and the desired product and expected outcomes
4. Describe How to apply pattern analysis to various intelligence analysis problems
5. Explain the methods of pattern analysis
6. Understand the applications of pattern analysis to intelligence analysis and the desired product and expected outcomes
7. Describe How to apply trend analysis to various intelligence analysis problems
8. Explain the methods of trend analysis
9. Understand the applications of trend analysis to intelligence analysis and the desired product and expected outcomes

Required Readings:

Wayne Michael Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think in Complex Environments*, (Praeger Security International, Santa Barbara, 2010) , pp 121 - 166

Robert Clark, *Intelligence Analysis: A Target-Centric Approach*, (CQ Press; Washington, DC, 2009) Chapter 4

Eric V. Larson, Derek Eaton, Brian Nichiporuk, Thomas S. Szayna *Assessing Irregular Warfare A Framework for Intelligence Analysis*, (Rand Corporation Paper, Arroyo Center, 2008), pp. 7 -28. Available at: http://www.rand.org/pubs/monographs/2008/RAND_MG668.pdf

Recommended Readings:

David T. Moore, *Species of Competencies for Intelligence Analysis*, (Paper for Advanced Analytic Solutions Advanced Analysis Lab National Security Agency, 2010) Available at: https://cdn.ymaws.com/www.scip.org/resource/resmgr/White_Papers/Moore-Species-of-Competencie.pdf

Lesson 4: Tools and Methods III**Learning Outcomes:**

1. Describe How to apply anticipatory analysis to various intelligence analysis problems
2. Explain the methods of anticipatory analysis
3. Understand the applications of anticipatory analysis to intelligence analysis and the desired product and expected outcomes
4. Describe How to apply technical analysis to various intelligence analysis problems

5. Explain the methods of technical analysis
6. Understand the applications of technical analysis to intelligence analysis and the desired product and expected outcomes
7. Describe How to apply tendency and anomaly analysis to various intelligence analysis problems
8. Explain the methods of tendency and anomaly analysis
9. Understand the applications of tendency and anomaly analysis to intelligence analysis and the desired product and expected outcomes

Required Readings:

Wayne Michael Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think in Complex Environments*, (Praeger Security International, Santa Barbara, 2010) , pp 167 - 234

Robert Clark, *Intelligence Analysis: A Target-Centric Approach*, (CQ Press; Washington, DC, 2009) Chapter 7

Jeffery R. Cooper, *Curing Analytic Pathologies: Pathways to Improved Intelligence Analysis*, (Center for the Study of Intelligence, 2005). Online at: <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA500058>

Recommended Readings:

Whittaker, Smith, and McKune, *The National Security Process, October 2010, National Defense University*, pp. 5-51 [online]. <http://www.ndu.edu/icafo/outreach/publications/nspp/docs/icafo-nsc-policy-process-report-10-2010.pdf>

Lesson 5: Tools and Methods IV

Learning Outcomes:

1. Describe How to apply anticipatory and technical analysis to various intelligence analysis problems
2. Explain the methods of anticipatory and technical analysis
3. Understand the applications of anticipatory and technical analysis to intelligence analysis and the desired product and expected outcomes
4. Describe How to apply tendency and anomaly analysis to various intelligence analysis problems
5. Explain the methods of tendency and anomaly analysis
6. Understand the applications of tendency and anomaly analysis to intelligence analysis and the desired product and expected outcomes
7. Describe How to apply cultural analysis to various intelligence analysis problems
8. Explain the methods of cultural analysis
9. Understand the applications of cultural analysis to intelligence analysis and the desired product and expected outcomes

Required Readings:

Wayne Michael Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think in Complex Environments*, (Praeger Security International, Santa Barbara, 2010) , pp 167 - 254

Robert Clark, *Intelligence Analysis: A Target-Centric Approach*, (CQ Press; Washington, DC, 2009) Chapters 11 - 13

Joshua Rovner. *Intelligence, Policy and the War in Iraq – Analysis*. Foreign Policy Research Institute, October 20, 2011. <http://www.eurasiareview.com/20102011-intelligence-policy-and-the-war-in-iraq-analysis/>

P. Christopher Early and Soon Ang, *Cultural Intelligence: Individual Interactions Across Cultures* (Stanford Business Books, Stanford, CA, 2003), pp 59 - 123

Recommended Readings:

James Pfiffner. *The Contemporary Presidency: Decision Making in the Bush White House*. *Presidential Studies Quarterly* 39:363-384 June 2009. Online at: <http://onlinelibrary.wiley.com.easydb.angelo.edu/doi/10.1111/j.1741-5705.2009.03679.x/pdf>

Lawrence R. Jacobs and Benjamin I. Page, “Who Influences U.S. Foreign Policy?” *American Political Science Review* (February 2005) 107-123. Online at: http://www.polisci.ufl.edu/usfpinstitute/2010/documents/readings/jacobs_page2005.pdf

Jeannie L. Johnson and Matthew T. Berrett, Cultural Topography: A New Research Tool for Intelligence Analysis, *Studies in Intelligence* Vol. 55, No. 2 (Extracts, June 2011). CIA Center for the Study of Intelligence, Available online at: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol.-55-no.-2/pdfs-vol.-55-no.-2/Berrett-Cultural%20Topography-9June2011.pdf>

Part III: Understanding the nexus between the people and the automated tools and technology to enable more effective intelligence analysis

Lesson 6: The Human Factors of Advanced Intelligence Analysis – Iraqi Weapons of Mass Destruction Case

Learning Outcomes:

1. Explain the unique qualities and importance of human factors in intelligence analysis.
2. Describe the key failures that led up the 9/11 attacks on the U.S. and understand the "sharing" arguments"
3. Describe how the intelligence process can fail when providing intelligence estimates to policymakers.

Required Readings:

Richards J. Heuer, Jr, *The Psychology of Intelligence Analysis*, (Center for the Study of Intelligence, CIA, 1999) pp 31 -- 110

Wayne Michael Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think in Complex Environments*, (Praeger Security International, Santa Barbara, 2010) , pp 383 - 405

Robert Clark, *Intelligence Analysis: A Target-Centric Approach*, (CQ Press; Washington, DC, 2009) Chapters pp. 290 – 307

Chaim Kaufmann, "Threat Inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War", *International Security*, vol. 29, no. 1, Summer 2004, pp. 5-48 (available online via <http://belfercenter.ksg.harvard.edu/files/kaufmann.pdf>)

Recommended Reading:

Joshua Rovner, "Faulty Intelligence," *Foreign Policy*, June 22, 2011. http://www.foreignpolicy.com/articles/2011/06/22/faulty_intelligence

Joshua Rovner. *Intelligence, Policy and the War in Iraq – Analysis*. Foreign Policy Research Institute, October 20, 2011. <http://www.eurasiareview.com/20102011-intelligence-policy-and-the-war-in-iraq-analysis/>

The 9/11 Commission report: final report of the National Commission on Terrorist Attacks upon the United States (Norton, 2004). <http://www.9-11commission.gov/report/911Report.pdf>

Review of Intelligence of Weapons of Mass Destruction (the Butler Report). Available for download at: <http://www.butlerreview.org.uk/>

Chaim Kaufmann, "Threat Inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War", *International Security*, vol. 29, no. 1, Summer 2004. <http://ehis.ebscohost.com/easydb.angelo.edu/eds/pdfviewer/pdfviewer?sid=8834ee1c-691e-40ad-b6d8-8aeacb93adb1%40sessionmgr10&vid=1&hid=3>

James Bamford, *A Pretext for War: 9/11, Iraq and the Abuse of America's Intelligence Agencies* (New York: Doubleday, 2004).

Spencer Akerman & John B. Judis, "The Selling of the Iraq War. The First Casualty", *The New Republic*, 30 June 2003. Online:

Jeffrey Goldberg, "The Unknown: The CIA and the Pentagon take another look at Al Qaeda and Iraq", *New Yorker*, 10 February 2003, pp. 40-47. Online:

Seymour Hersh, "Selective Intelligence: Donald Rumsfeld has his own Special Sources. Are they Reliable?" *New Yorker*, 6 May 2003, available online at: <http://www.commondreams.org/views03/0506-06.htm>

Lawrence Freedman, "War in Iraq: Selling the Threat", *Survival*, vol. 46, no. 2, summer 2004, pp. 7-50.

Lesson 7: The Importance of the right technology to aid Advanced Intelligence Analysis

Learning Outcomes:

1. Understand the advantages of technology and the purpose of Information Technology tools and capabilities
2. Describe the various tools available to the analyst. Differentiate between; processing tools, information management tools, and dissemination tools used by the analyst and how each of them differs.
3. Give an example of an effective use of IT tools to aid in intelligence analysis.
4. Comprehend the changes and improvements in IT can have on analysis

Required Readings:

Wayne Michael Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think in Complex Environments*, (Praeger Security International, Santa Barbara, 2010), pp. 332 - 382

Robert Clark, *Intelligence Analysis: A Target-Centric Approach*, (CQ Press; Washington, DC, 2009) Chapters pp. 265-289

[Briefing](#) slides from Air Force Science and Technology Presentation in the lesson plan

“A. Denis Clift *Intelligence in the Internet Era: From Semaphore to Predator*, (Center for the Study of Intelligence, CIA, DC. 2008) Available online at: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol47no3/article06.html>

Michael Herman, “Ethics and Intelligence after September 2001,” in L.V. Scott & Peter Jackson (eds), *Understanding Intelligence in the Twenty-First Century* (London: Routledge, 2004).

Alistair Horne, “The Battle of Algiers,” in *A Savage War of Peace* (New York: Viking Press, 1978), pp. 183-207.

Recommended Readings:

The International Council on Security and Development (ICOS). “The Death of Bin Laden and Local Dynamics,” May 2011, pp. 8-20. On-line at: <http://www.icosgroup.net/static/reports/bin-laden-local-dynamics.pdf>

Brookings Podcast Video: “The US-Pakistan Relationship After Bin Laden.” Video presentation, Ma6, 2011. Online at: http://www.brookings.edu/multimedia/video/2011/0506_at_brookings_podcast.aspx

Philip Gordon, “*Winning the Right War*,” *Survival*, Winter 2007/08, 17-46. Online at: http://www.brookings.edu/~media/Files/rc/articles/2007/winter_terrorism_gordon/winter_terrorism_gordon.pdf

Part IV – Bringing it all together: Understanding how effectively to use the tools, techniques, and procedures to produce high quality Advance Intelligence Analysis

Lesson 8: Bringing it all together

Learning Outcomes:

1. Comprehend why intelligence reform is needed and why it is important.
2. Describe the challenges of Intelligence reform.
3. Comprehend how intelligence reform enhances national security.

Required Readings:

Bruce Berkowitz, “Intelligence Reform: Less is More,” *Hoover Digest*, April 30, 2004. Hoover Institution, Stanford University. On-line at: <https://www.hoover.org/research/intelligence-reform-less-more>

Gregory F. Treverton, C. Bryan Gabbard, *Assessing the Tradecraft of Intelligence Analysis*, (Rand Corporation Technical Report Series) pp. 33 – 52. Available online at: http://www.rand.org/pubs/technical_reports/2008/RAND_TR293.pdf

Mike McConnell, “Overhauling Intelligence.” *Foreign Affairs*, July/August 2007
<http://search.ebscohost.com/easydb.angelo.edu/login.aspx?direct=true&db=edsgao&AN=edsgcl.165827017&site=eds-live>

Recommended Reading:

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. (5th edition). Washington D. C: CQ Press, 2011. Chapter 14.

Martin Petersen, What I Learned in 40 Years of Doing Intelligence Analysis for US Foreign Policymakers, (Center for the Study of Intelligence, CIA 2011), available online at: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol.-55-no.-1/what-i-learned-in-40-years-of-doing-intelligence-analysis-for-us-foreign-policymakers.html>

Jack Devine, "An Intelligence Reform Reality Check," *Washington Post*, Monday, February 18, 2008. On-line at: <http://www.washingtonpost.com/wp-dyn/content/article/2008/02/17/AR2008021701733.html>

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.