

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](#).

INA 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:

- Richards J. Heuer, Jr. *Psychology of Intelligence Analysis*, (Washington DC: Center for the Study of Intelligence, Central Intelligence Agency, 1999). **Available On-line at:** https://www.iaieia.org/docs/Psychology_of_Intelligence_Analysis.pdf
- Additional readings, which will usually be electronically retrievable, will be assigned for specific classes.

Optional Textbook (as a great reference)

- Wayne M. Hall and Gary Citrenbaum, *Intelligence Analysis: How to Think In Complex Environments*, (Praeger Security International, 2010). **(Also Available on Kindle)**
- David T. Moore, *Critical Thinking and Intelligence Analysis*, Occasional Paper Number Fourteen. (JMIC Press, 2006). **Available on-line at:** <https://apps.dtic.mil/dtic/tr/fulltext/u2/a481702.pdf>

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.
11. Demonstrate knowledge of the intelligence – policy relationship and the power dynamics of the intelligence-policy nexus.
12. Understand enduring challenges facing the intelligence enterprise.

Learning Outcome s 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:

Assignment	Percent of Grade	Due
Participation in the Discussion Board	60%	Weekly for weeks 1 - 8, when no essay is assigned. If issues arise, contact me prior to the due date and we may be able to work something out. <ul style="list-style-type: none"> You will comment on at least two other students' postings. Do not just cheer lead, telling a student how great their post was, and ask a follow up question. For credit, you must provide value-added to their argument, or make a counter argument. Your participation in the discussion will be graded using the Discussion Rubric provided in the syllabus. Late submissions for the week will lose one letter grade per day late.
Final Project	30%	Due as per COURSE SCHEDULE. You will design a website as a summary of this course. Instructions are in Lesson 8.
Quizzes and Icebreaker	10%	Due each week 11:59PM on Thursday. You will receive full credit for taking each quiz, they are not designed to test you knowledge, instead they are design

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

- [Discussion Rubric](#)
- [Writing Assignment Rubric](#)

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 essays. You are expected to apply your own observations as necessary when demonstrating grasp of material.

Lateness policy.

I will accept late work, to an extent. If you know you will turn in an assignment late, email me before it is due and we will work it out. For each day an assignment is late without notifying me first, it will cost a letter grade. After 3 days late, it is a zero.

Final Project :

If you have never built a website, don't wait until the last minute for this assignment. Lesson 8 provides instructions on what is required in the website, a video to get you started, and previous students' examples. You should expect that this project will take up to 10 hours of work, so do NOT wait until the last week or you will be on the struggle bus.

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 Organization/Learning Outcomes/and Required Readings:

Lesson 1: Nature of Intelligence

Learning Outcomes:

- Describe the agencies comprising the Intelligence Community (IC).

2. Understand the tug and pull between the institutional bureaucracy and a young work force.
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 17 intelligence agencies in U.S. Intelligence Community.

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.

Lesson 3: Complexity and Non-linear Systems

Learning Outcomes:

1. Understand the difference between complicated and complex
2. Understand the difference between a linear and non-linear system

Lesson 4: Analytical Tradecraft

Learning Outcomes:

1. Understand the IC standards for intelligence tradecraft.
2. Understand the debate within the IC on the value (or lack thereof) by standardizing tradecraft

Lesson 5: Basic Intelligence Structured Analytic Techniques

Learning Outcomes:

1. Understand and apply appropriate SATs
2. Understand the arguments for and against using SATs

Lesson 6: Analytic Decomposition, Recomposition, and Synthesis and Integrative Thinking

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.
6. Understand and apply integrative thinking

Lesson 7: Argument Construction, Mapping, Fallacies and Mental Models

Learning Outcomes:

1. Understand the components of an argument
2. Able to map an argument
3. Able to identify fallacies in arguments
4. Understand how mental models are used

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.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX

Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

- o Online: www.angelo.edu/incident-form
- o Face to Face: Mayer Administration Building, Room 210
- o Phone: [325-942-2022](tel:325-942-2022)
- o Email: michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center ([325-942-2371](tel:325-942-2371)), the 24-Hour Crisis Helpline ([325-486-6345](tel:325-486-6345)), or the University Health Clinic ([325-942-2171](tel:325-942-2171)).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

ACADEMIC INTEGRITY

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Science and Engineering adheres to the Statement of [Academic Integrity](#)

PLAGIARISM

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

COPYRIGHT POLICY

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

