

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 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.

- 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 *ISSA3302 Fundamentals of Intelligence Analysis*, or through evaluation of prior experience, at the discretion of the department chair.

No Course Required Textbooks:

None, all reading assignments will be provided via instructional narratives and discussion questions

Course Expectations

MODE OF INSTRUCTION, STUDENT PREPARATION and PARTICIPATION:

Participation in class discussions via the online threads is a critical component of each student's participation (and grade) in the course.

Grading Policy

Assignment	Percent of Grade	Due
Participation in the Discussion Board	53%	As per COURSE SCHEDULE
Primer Questions	7%	As per COURSE SCHEDULE
Term Project: Website	40%	As per COURSE SCHEDULE

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 or footnotes at the appropriate point in your discussion to help direct students to the material you are referencing. CMOS 17th Edition may be used for citations.

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

Projects:

You will have a term project for this course. See the tab Term Project for details. This project has multiple deliverables and makes up 40% of your overall grade.

Assignment Submission

If you will be late submitting an assignment, you must contact me prior to the due date so we can discuss. Late work will be excepted for partial credit at the instructor's discretion.

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: Review of Intelligence Analysis Fundamentals (INA 3302)

Lesson 2: Psychology of Human Misjudgement and Forecasting vs. Foresight

Week 3: Term Project Milestone 2 (Initial Assessment)

Lesson 3: Formulating and Mapping Arguments

Lesson 4: More Argument Mapping and Logical Fallacies

Lesson 5: Probabilistic Thinking and Distribution Curves

Lesson 6:

Noise, Quantitative vs. Qualitative analysis, Link Analysis

Week 8 Term Project Milestone 6 (Final Assessment)

Course Bibliography and Readings:

Required Readings

Will be provided in Instructional Narratives and Discussion posts

Recommended Readings to add to your library

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.

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

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:

- Online: www.angelo.edu/incident-form
- Face to Face: Mayer Administration Building, Room 210

- Phone: [325-942-2022](tel:325-942-2022)
- 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.