INSTRUCTOR INFORMATION

Instructor:

Adobe Connect Office Hours:
Please contact your instructor through the Messages tab in the classroom.

After the class is over, instructor contact information:

Table of Contents

COURSE DESCRIPTION (CATALOG)

INTL508 Intelligence Analysis (3 credit hours)
This course is a study of intelligence analysis and its’ relationship to threats to security – military, political and economic. It focuses on a variety of aspects related to both US and foreign analysis and the analytical process, including the evolution of intelligence process, application in responses to threats, perspectives on intelligence action since World War II, principles of analysis and response, and assessments of successes and failures of such actions. The student will develop a foundation from which to understand and conduct critical analysis based on collection. Students will develop a case study of a current or historical threat vector to national economic, political or military security and participate in a simulation which analyzes a threat.

Table of Contents

Course Scope

As part of the core requirement INTL 508 establishes the basis of intelligence analysis, based on collection, in relation to the determination of a threat. In addition, it looks at the interaction between intelligence analysis and policy development when dealing with international threats to security. This course will focus on a variety of aspects and issues related to both US and foreign intelligence analysis, including the growth of and changes in global responses to threats and how the analytical process can information decision making. It examines different approach based on cultural and historic norms found in different countries, both within the military and law enforcement. Throughout the course, case studies and vignettes are used to examine the reasons for success or failure in historical cases. The student will conduct an analytical case study of a modern or historical threat. The course will conclude with the student conducting a simulation of a modern threat applying a range of analytical approaches.

Table of Contents

Course Objectives

After successfully completing this course, you will be able to:
CO-1: Appraise the basic analytic tools, concerns, critical thinking and problems involved when performing intelligence analysis at the national and international level both in and outside the United States.

CO-2: Examine the role of analysts in US intelligence agencies in assessing collection products US the impact on global security and the effect of policy makers in applying this Information including psychological concepts.

CO-3: Classify historic and cultural differences encountered when comparing the intelligence analysis and policy practices of different countries including bureaucratic/organizational dynamics.

CO-4: Analyze complex intelligence analysis situations, apply analytic tools, and suggest possible problems and solutions using information gained from this course.

CO-5: Explain future intelligence analysis challenges both in and out government impacting military, political and economic security.


The following book is *recommended*:


**Other Required Readings**

- Peer-reviewed journal articles, book chapters, external websites and other assigned readings are found in the Lessons area of the classroom.

- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

**Evaluation Procedures**

The course grade is based on the following assessments:

**Discussion Forums – 20 percent**

Six of the Eight weeks, a discussion Forum question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to two or more classmates by Sunday 11:55 pm ET. Forum posts are graded
on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

**Case Study Research Proposal – 20 percent**

The components of this assignment support the case study submitted in Week 6. The student will identify a historic or modern threat to military, economic or political power which will be analyzed within a Case Study format. Develop a research question, a purpose statement, and identify a theoretical framework and research design used answer the research question. The proposal should be 4-5 pages in length. Due Sunday of week 2.

**Case Study – 30 percent**

Based on the approved research proposal in Week Two, conduct a case study that is 13-15 pages. The page length does not include the cover page, the reference list, and any appendices. Due Sunday of week 7.

**Simulation – 30 percent**

This assignment is a simulation. You will be required to complete 2, six page (double-spaced) essay questions at the end based on your decision making. Due Sunday of week 8.

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<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tr>
<td>Discussion Forums</td>
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<td>Research Proposal</td>
<td>20 percent</td>
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<td>Case Study</td>
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<td>Simulation</td>
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<td><strong>TOTAL</strong></td>
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</table>

Table of Contents
8 – Week Course Outline

Week 1: Introduction - Analysis and Collection Overview.

Learning Outcomes: Characterize and define the nature of intelligence analysis. (See course objective 1)

Assignments: Complete week 1 forum posts.

Required Readings:

George & Bruce (2008), Analyzing Intelligence, Chapters 1-3.

Fingar (2011), Reducing Uncertainty, Chapter 1, “Reducing Uncertainty.”

Clark (2012), Intelligence Analysis, Chapters 1-4; 6-8; and 10-12.

Recommended Optional Reading:

Clark (2012), Intelligence Analysis, Chapter 5, “Overview of Models in Intelligence.”

Week 2: Perception and Bias – Thinking Critically About How we Process Information.

Learning Outcomes: Evaluate the key analytical tools involving intelligence analysis. (See course objective 2)

Assignments: Complete week 2 forum posts, research proposal due.

Required Readings:


*Recommended Optional Reading:*


**Week 3: Policymakers and Challenges to Threat Analysis.**

Learning Outcomes: *Examine the role and mutual connection between intelligence analysis and policy creation/validation.* (See course objective 3)
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Assignments: Complete week 3 forum posts.

Required Readings:

Fingar (2011), Reducing Uncertainty, Chapter 2, “Myths, Fears, and Expectations.”


Clark (2012), Intelligence Analysis, Chapter 16

George & Bruce (2008), Analyzing Intelligence, Chapters 4-7, and 12


Recommended Optional Reading:


**Week 4: US and Foreign Perspectives of Threat Analysis and Policy Practices.**

Learning Outcomes: *Assess the different perspectives on intelligence analysis between US and its foreign counterparts.* (See course objective 3)

**Assignments:** Complete week 4 forum posts.

**Required Readings:**

Fukuyama (2007), *Blindside*, Chapters 1-5

Clark (2012), *Intelligence Analysis*, Chapter 13


**Recommended Optional Reading:**


**Week 5: Dealing with the Unknown, the Uncertain, and the Counter-Intuitive.**
Learning Outcomes: *Analyze the gaps in threat analysis that occur at the strategic, operational and tactical levels. (See course objective 3)*

**Assignments:** Complete week 5 forum posts.

**Required Readings:**

Fingar (2011), *Reducing Uncertainty*, Chapter 4, “Using Intelligence to Anticipate Opportunities and Shape the Future”


George & Bruce (2008), *Analyzing Intelligence*, Chapters 8, 10, 11


**Recommended Optional Reading:**


NIC’s 2008 study *Global Trends 2025: A Transformed World*


**Week 6: Impact of Crisis on Analysis, Accountability, and Decision-Making.**

Learning Outcomes: *Evaluate the tools used in intelligence analysis and their associated pitfalls.* (See course objective 4)

**Assignments:** Complete week 6 forum posts, case study research paper due.

**Required Readings:**

George & Bruce (2008), *Analyzing Intelligence*, Chapter 13


**Recommended Optional Reading:**


Week 7: Forecasting and the Changing Environment.

Learning Outcomes: Assess threat analysis forecasting methods. (See course objective 4)

Assignments: Complete week 7 forum posts, and submit case study research paper.

Required Readings:
Fukuyama (2007), Blindside, Chapters 6-11
George & Bruce (2008), Analyzing Intelligence, Chapters 14-18

Recommended Optional Reading:
Clark (2012), Intelligence Analysis, Chapters 15, and Appendix I.


Learning Outcomes: Appraise future intelligence analysis issues. (See course objective 5)

Assignments: Complete week 8 forum posts, and complete the simulation along with all corresponding simulation essay questions.
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Required Readings:


George & Bruce: Ch. 9


Recommended Optional Reading:

Clark (2012), *Intelligence Analysis*, Chapter 17


Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)
- [Grading Scale](#)

Citation and Reference Style

Attention Please: Within the Intelligence Studies Program students are required to follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University. More information on writing style can be found under the “Citation and Reference Style” heading within the “Course Overview” module.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

In addition, all written submissions should be submitted in Times New Roman 12pt font with 1” margins, typewritten in double-spaced format. There should be no extra spaces between paragraphs. In most cases a title page and references/bibliography will be required unless otherwise specified. **Graduate-level work is expected to be free of grammar, usage, and style errors.** To prevent errors, it’s best to work with the latest Turabian manual as you work on your assignments.

**Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Deductions:**

Late forum posts can be penalized up to 5 points per day

Late assignments can be penalized up to 5 points per day

**Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

**Turnitin.com**

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

**Selected Bibliography**

The following are excellent peer-reviewed journals that students and professionals should regularly read to keep current in their fields.

*Journal of Intelligence Studies*

*International Journal of Intelligence and CounterIntelligence*

*Intelligence and National Security*

*International Security*

*Political Psychology*

*Advanced in Political Psychology*