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## American Public University System

*The Ultimate Advantage is an Educated Mind*

### School of Security and Global Studies

**INTL402**

**Intelligence Analysis**

**Credit Hours: 3**

**Length of Course: 8 Weeks**

**Prerequisite: NONE**

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### Course Description (Catalog)

#### **INTL402 Intelligence Analysis (3 hours)**

This course builds upon the foundations of critical analysis taught in INTL 401, expanding the student's repertoire of analytical techniques. Students explore creative analysis techniques, including hypothesis generation, red-teaming, and adversarial collaboration. Students focus on intelligence as a service to decision makers, including principles of customer-focused writing and techniques for analytic problems designed to provide tactical, operational, or strategic support.

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## **Course Scope**

As a 400-level course, this course provides a higher level of knowledge building on the material taught at the 300 level. The purpose and scope of this course is to enable the student to build a deeper understanding of the discipline.

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## **Course Objectives**

After successfully completing this course, you will be able to:

CO-1: Apply Academic and Intelligence Research Processes.

CO-2: Explain Analysis of Competing Hypotheses.

CO-3: Examine Content Analysis, Comparative Analysis Procedures and Rational Choice Theory.

CO-4: Assess Predictive Analysis Procedures.

CO-5: Evaluate the analyst - policymaker relationship with a focus on the US National Intelligence Estimates.

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## **Course Delivery Method**

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course resources and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all

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other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

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## Course Resources

- Required Course Textbook: The **required** text for this course is

Gray, Paul S., Williamson, John B., and Karp, David A.. 2007. *The Research Imagination: An Introduction to Qualitative and Quantitative Methods*. Cambridge, GB: Cambridge University Press. (Found in eReserves in the APUS online library)

Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: LITR210) to access your required resources.

- External websites and other assigned reading 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.

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## Evaluation Procedures

### **Forum discussions – 25 percent**

Each week, a discussion 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 2 or more classmates' original posts by Sunday 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

**Progress assignments** – Specific instructions for the 3 progress assignments can be found in the Assignments tab of the classroom.

Grade Instruments	Percentage
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Forum Discussions	25
Progress Assignment 1	25
Progress Assignment 2	25
Progress Assignment 3	25
<b>Total</b>	<b>100</b>

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## 8 – Week Course Outline

### **Week 1: Intelligence Research Methods**

**Learning Outcomes:**

CO-1: Apply academic and intelligence research process

**Assignments:** Complete all required forums

**Required Readings:**

Gray, Paul S., Williamson, John B., and Karp, David A.. 2007. *The Research Imagination: An Introduction to Qualitative and Quantitative Methods*. Cambridge, GB: Cambridge University Press. Chapters 1-3.

Research Methods in Intelligence Studies (Word document).

Turabian Quick Guide (Word document).

### **Week 2: Analysis of Competing Hypotheses**

**Learning Outcomes:**

CO-2: Explain analysis of competing hypotheses

**Assignments:** Complete all required forums and progress assignment #1

**Required Readings:**

Analysis of Competing Hypotheses (Word document).

Heuer, Jr, Richards J. 2005. *How Does Analysis of Competing Hypotheses (ACH) Improve Intelligence Analysis?* Version 1.2. (October 16).

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Heuer, Jr, Richards J. 1999. "Strategies for Analytical Judgment: Transcending the Limits of Incomplete Information." *Psychology of Intelligence Analysis*. Center for the Study of Intelligence. Washington, DC: Central Intelligence Agency. (Word document).

Pennington, Jeremy Lee. 2012. "Measuring Evidence During Criminal Defense Investigations Through Analysis of Competing Hypotheses (ACH)." (December 11). (Word document).

### **Week 3: Content Analysis**

#### **Learning Outcomes:**

CO-3: Examine content analysis, comparative analysis procedures and rational choice theory

**Assignments:** Complete all required forums

#### **Required Readings:**

Blumstein, Alfred. Frederick P. Rivara and Richard Rosenfeld. 2000. "The Rise and Decline of Homicide and Why." *Annual Review of Public Health*, 21:505-541.

Chang, Grace Hui-Yi. 2008. "Effectiveness of Content Analysis in Assessing Suspect Credibility: Counterterrorism Implications" (January 1). Dissertation collection for University of Nebraska - Lincoln. (PDF).

Gray, Paul S., Williamson, John B., and Karp, David A.. 2007. *The Research Imagination: An Introduction to Qualitative and Quantitative Methods*. Cambridge, GB: Cambridge University Press. Chapters 13-14.

### **Week 4: Comparative Analysis**

#### **Learning Outcomes:**

CO-3: Examine content analysis, comparative analysis procedures and rational choice theory

**Assignments:** Complete all required forums

#### **Required Readings:**

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"Comparative Truth Table Analysis Techniques." (1994). Excerpted from: Charles C. Ragin, *Constructing Social Research, The Unity and Diversity of Method*. Pine Forge Press: Thousand Oaks, CA, 1994, 115-130. (Word document).

Gray, Paul S., Williamson, John B., and Karp, David A.. 2007. *The Research Imagination: An Introduction to Qualitative and Quantitative Methods*. Cambridge, GB: Cambridge University Press. Chapters 15.

## **Week 5: Rational Choice Analysis**

### **Learning Outcomes:**

CO-3: Examine content analysis, comparative analysis procedures and rational choice theory

**Assignments:** Complete all required forums and progress assignment #2

### **Required Readings:**

Caplan, Bryan. 2006. "Terrorism: The Relevance of the Rational Choice Model." *Public Choice*, 128:91-107.

Dugan, Laura, Gary Lafree, and Alex R. Piquero. 2005. "Testing a Rational Choice Model of Airline Hijackings. *Criminology* 43, no 4 (November): 1031-1065.

Scott, John. 2000. "Rational Choice Theory," from *Understanding Contemporary Society: Theories of The Present*, edited by G. Browning, A. Halcli, and F. Webster. Sage Publications. (Word document).

## **Week 6: Predictive Analysis**

### **Learning Outcomes:**

CO-4: Assess predictive analysis procedures

**Assignments:** Complete all required forums

### **Required Readings:**

Abold, Justin Lewis, Ray Guidetti, and Douglas Keyer. 2012. "Strengthening the Value of the National Network of Fusion Centers by Leveraging Specialization: Defining 'Centers of Analytical Excellence.'" *Homeland Security Affairs* 8, Article 7:1-30.

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Clauser, J.K. and S.M. Weir. "Prediction, Forecasting, and Haruspicy." 1976. In Intelligence Research Methodology. Washington DC: Defense Intelligence College.

Hsu, Chia-Chien and Brian A. Sandford. 2007. "The Delphi Technique: Making Sense of Consensus." Practical Assessment, Research and Evaluation 12, no. 10 (August): 1-8.

Marsella, Nicholas R. 2008. "Red Teaming and the Intelligence Professional." Military Intelligence Professional Bulletin (July 1): 28-32.

"Predictive Analysis: The Delphi Method." (Word document).

Swanson, Scott. 2012. "Enhancing Red Team Performance: Driving Measurable Value and Quality Outcomes with Process Improvement." *Small Wars Journal* (October 5). (PDF).

"The Role and Status of DoD Red Teaming Activities." 2003. Office of the Under Secretary of Defense for Acquisition Technology, and Logistics (August). (PDF).

## **Week 7: Analyst-Policymaker Relations**

### **Learning Outcomes:**

CO-5: Evaluate the analyst-policymaker relationship with a focus on US National Intelligence Estimates (NIE)

**Assignments:** Complete all required forums

### **Required Readings:**

Davis, Jack. 2013. "Improving CIA Analytic Performance: Analysts and the Policymaking Process." Sherman Kent Center for Intelligence Analysis Occasional Papers: 1, no. 2.

\_\_\_\_\_. 2013. "Tensions in Analyst-Policymaker Relations: Opinions, Facts, and Evidence." Sherman Kent Center for Intelligence Analysis Occasional Papers: 1, no. 2.

\_\_\_\_\_. 2013. "Sherman Kent's Final Thoughts on Analyst-Policymaker Relations." Sherman Kent Center for Intelligence Analysis Occasional Papers: 2, no. 3.

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Ford, Christopher A. "Relations between Intelligence Analysts and Policymakers: Lessons of Iraq." Hudson Institute. (PDF).

Tetlock, Philip E. and Barbara A. Mellers. 2011. "Intelligent Management of Intelligence Agencies: Beyond Accountability Ping-Pong." *American Psychology* 66, no. 6 (September): 542-554.

Weiss, Jeff and Jonathan Hughes. 2005. "Want Collaboration? Accept-and Actively Manage-Conflict." *Harvard Business Review* (March): 93-101.

## **Week 8: Comparative Analysis**

### **Learning Outcomes:**

CO-5: Evaluate the analyst-policymaker relationship with a focus on US National Intelligence Estimates (NIE)

**Assignments:** Complete all required forums and progress assignment #3

### **Required Readings:**

Best Jr., Richard A. 2011. "Intelligence Estimates: How Useful to Congress?" Congressional Research Service (January 6).

Bruno, Greg and Sharon Otterman. 2008. "National Intelligence Estimates." Council on Foreign Relations (May 14). (Word document).

"Declassified Key Judgments of the National Intelligence Estimate 'Trends in Global Terrorism: Implications for the United States.'" 2006. (PDF).

"Iran: Nuclear Intentions and Capabilities." 2007. National Intelligence Council (November). (PDF).

Johnston, Rob. 2011. *Analytic Culture in the U.S. Intelligence Community: An Ethnographic Study*. Washington D.C.: National Intelligence University.

National Intelligence Board (Effective: July 16, 2007). *Intelligence Community Directive Number 202*. (PDF).

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**Policies**

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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](#)

### **Citation and Reference Style**

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

See <http://www.apus.edu/Online-Library/tutorials/chicago.htm>.

### **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

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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.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), : ), ☺

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## 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](mailto: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:** [Tutor.com](http://tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Visit the APUS library for more information.

**Request a Library Guide for your course**  
(<http://apus.libguides.com/index.php>)

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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](mailto:librarian@apus.edu).

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