

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

JUST 232 – Intelligence Analysis

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**School of Science, Health and Criminal Justice
Department of Criminal Justice
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- A. **TITLE:** Intelligence Analysis
- B. **COURSE NUMBER:** JUST 232
- C. **CREDIT HOURS:** 3 hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** n/a
- F. **SEMESTER(S) OFFERED:** Fall
- G. **CATALOG DESCRIPTION:** This course provides an introduction and overview of the concepts and theory of Intelligence, the Intelligence process and cycle, collection disciplines, and the US Intelligence Community (USIC) at large. This course examines the role of Intelligence in the policy process, oversight and accountability, policies, strategies and public laws that govern and regulate the USIC. Students will examine aspects of counterintelligence, counterespionage, and covert actions and their place within the Intelligence Enterprise.
- H. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): None
 b. Co-requisite(s): None
- I. **STUDENT LEARNING OUTCOMES:**
 By the end of this course, the student will be able to:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Define and analyze intelligence concepts and theory	Students will be able to demonstrate effective written and verbal communication skills.	n/a	2. Critical Thinking (Critical Analysis)
b. Explain the Intelligence process and cycle	Students will be able to demonstrate effective written and verbal communication skills.	n/a	1. Communication (Written)
c. Examine the role of the Intelligence Community partners, the roles and responsibilities of each and the legislative process in regards to the Intelligence enterprise.	Students will be able to demonstrate the ability to assess homeland security.	n/a	2. Critical Thinking (Inquiry and Analysis)
d. Demonstrate the uses of structured analytic techniques	Students will be able to identify, analyze and utilize various	n/a	1. Communication (Written)

	techniques used in homeland security. Students will be able to reason ethically and understand their responsibility as a global learner.		
e. Identify the U.S. Intelligence Community partners, the Intelligence and collection disciplines, and the major foreign intelligence services.	Students will be able to demonstrate effective written and verbal communication skills.	n/a	1. Communication (Written)
f. Apply intelligence concepts and theory in written products.	Students will be able to apply the core theories of homeland security.	n/a	1. Communication (Written)

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No X

K. **TEXTS:**

Lowenthal, M. M. (2016). *Intelligence: From secrets to policy*. CQ press.

L. **REFERENCES:**

Moore, D.T., (2006). *Critical Thinking and Intelligence Analysis*. National Intelligence University Press. Retrieved from: http://ni-u.edu/ni_press/pdf/Critical_Thinking.pdf

Heuer, R.J., (1999). *Psychology of Intelligence Analysis*. Center for the Study of Intelligence, Washington, DC Retrieved from: <https://www.cia.gov/library/center-for-the->

study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/art11.html

Directorate of Intelligence. (1997). A Compendium of Analytic Tradecraft Notes, Volume 1 (Notes 1-10). Central Intelligence Agency, Washington DC. Retrieved from: <http://arnoreuser.com/wp-content/papercite-data/pdf/compendiumnotes.pdf>

US Government. (2009). A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis. Retrieved from: <http://www.analysis.org/structured-analytic-techniques.pdf>

Sinclair, R.S., (2010). Thinking and Writing: Cognitive Science and Intelligence Analysis. Center for the Study of Intelligence, Washington, DC. Retrieved from: <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/Thinking-and-Writing-Feb2010-web.pdf>

M. **EQUIPMENT:** technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**

- Exams
- Quizzes
- Papers
- Participation

P. **DETAILED COURSE OUTLINE:**

- I. Introduction to Intelligence
 - A. Why have Intelligence
 - B. What is Intelligence
 - C. What does Intelligence do
 - D. What is Critical Thinking in Intelligence Analysis
- II. Development of U.S. Intelligence
 - A. Historical Perspectives (Birth of a nation to 20th Century)
 - B. Late-20th Century to Present
 - C. Post-9/11 era
 - D. Psychology of Intelligence Analysis (Part 1)
- III. The U.S. Intelligence Community
 - A. Hierarchy ofUSIC
 - B. Intelligence Community Partners
 - C. Alternative Process and Community Perspectives
 - D. Intelligence Budgets
- IV. The Intelligence Process
 - A. The Intelligence Cycle
 - B. Requirements
 - C. Collection
 - D. Processing and Exploitation
 - E. Requirements
 - F. Analysis and Production
 - G. Dissemination and Consumption

- V. Intelligence Collection and Disciplines
 - A. Collection Disciplines or Intelligence Disciplines (INTs)
 - B. Surveillance and Reconnaissance
 - C. The All-Source Analyst
 - D. Sources and Methods – Classifications
- VI. Intelligence Analysis
 - A. Analyst Training
 - B. Critical Thinking
 - C. Psychology of Intelligence Analysis (Part 2)
 - D. Structured Analytic Techniques & Tradecraft
 - E. Intelligence Thinking and Writing
- VII. Counterintelligence
 - A. What is CI and why is it important to Intelligence
 - B. Internal Safeguards
 - C. External Indicators and Counterespionage
 - D. Problems with CI
- VIII. Covert Action
 - A. What is Covert Action
 - B. History of Cover Action (myth v. reality)
 - C. The Decision-Making Process
 - D. Types of Covert Actions
- IX. The Role of the Policy Maker
 - A. National Security Policy Process
 - B. Intelligence Process: Policy and Intel
 - C. Intelligence Collection and Policy Makers
 - D. Intelligence Uncertainties and Limitations
- X. Oversight and Accountability
 - A. What is Executive Oversight
 - B. National Security Council
 - C. Joint Intelligence Community Council
 - D. Congressional Oversight
 - E. Roles and Responsibilities of Congress
- XI. The Intelligence Agenda (Strategy)
 - A. Cold War Intelligence
 - B. Post 9/11 Intelligence
 - C. Proliferation & Weapons of Mass Destruction
 - D. Globalization
 - E. Cyber Threats
- XII. Ethical and Moral Issues in Intelligence
 - A. The Ethics of Spying
 - B. War and Peace/Ends versus Means
 - C. The Media
- XIII. Intelligence Reform
 - A. Post 9/11 Intelligence Reform
 - B. Intelligence Reform and Terrorism Prevention Act or 2004
 - C. Executive Orders and Presidential Policy Directives (PPD/NSPD/HSPD)
 - D. The Future of US Intelligence Community
- XIV. Foreign Intelligence Services
 - A. Britain
 - B. Russia
 - C. China

D. France

E. Israel

Q. LABORATORY OUTLINE: N/A