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

MASTER SYLLABUS

JUST425 – Intelligence Research and Analysis

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Updated by:

SCHOOL OF SCIENCE, HEALTH, & CRIMINAL JUSTICE
CRIMINAL JUSTICE DEPARTMENT
SPRING 2020

A. <u>**TITLE**</u>:   Intelligence Research and Analysis

B. <u>**COURSE NUMBER:**</u> JUST425

C. <u>**CREDIT HOURS:**</u> 3 credit hour(s) per week for 15 weeks

D. <u>**WRITING INTENSIVE COURSE**</u>: No

E. <u>**GER CATEGORY:**</u> N/A

F. <u>**SEMESTER(S) OFFERED:**</u> Fall

G. <u>**COURSE DESCRIPTION:**</u> This course examines the concepts and practices involved in the process of research and analysis of intelligence for law enforcement and national security matters. It examines the intelligence research and analysis methods used by intelligence analysts in the U.S. Intelligence Community and Crime Analysts in State and Local Fusion Centers. Students in this course will develop an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work, as well as an appreciation for the ethical, Constitutional, and civil liberties issues involved. Specific topics will include analytic tradecraft in conducting analysis and the use of structured analytic techniques.

H. <u>**PRE-REQUISITES/CO-REQUISITES:**</u>

a. Pre-requisite(s): Completion of 45 credit hours or permission of instructor.

I. <u>**STUDENT LEARNING OUTCOMES:**</u>

Course Student Learning Outcome [SLO]	*PSLO*	*GER*	*ISLO*
a. Examine Academic and Intelligence Research Processes.	Demonstrate the ability to synthesize, analyze or evaluate homeland security issues and challenges.	n/a	**Critical Thinking [CA], [IA]**
b. Explain the various Structured Analytic Techniques used by the US Intelligence Community.	Construct and present coherent, objective, and well-reasoned arguments or discussions pertaining to topics on homeland security.	n/a	**Communication Skills**
c. Demonstrate the analytic and research skills used in the intelligence tradecraft.	Construct, compose, and deliver professional research, reports, and intelligence briefings	n/a	**Industry, Professional, Discipline Specific Knowledge and Skills**
d. Examine Critical Thinking and the associated techniques to improve intelligence analysis.	Demonstrate the ability to synthesize, analyze or evaluate homeland security issues and challenges.	n/a	**Critical Thinking [CA], [IA]**
e. Demonstrate the differences between Diagnostic, Contrarian	Demonstrate the ability to synthesize,	n/a	**Critical Thinking [CA], [IA]**

and Imaginative Thinking Techniques as prescribed by the US Intelligence Community.	analyze or evaluate homeland security issues and challenges.		
f. Identify and mitigate biases and assumptions through the use of Structured Analytic Techniques.	Construct and present coherent, objective, and well-reasoned arguments or discussions pertaining to topics on homeland security.	n/a	**Social Responsibility [ER]**

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

J.   APPLIED LEARNING COMPONENT: Yes_____   No X

K.   TEXTS:
Clauser, J. and Goldman, J. (2008). An introduction to Intelligence Research and Analysis. Scarecrow Press.
Beebe and Pherson (2014). Cases in Intelligence Analysis. CQ Press.

L.   REFERENCES:
Carter, D. L. (2004). Law Enforcement Intelligence. A Guide for State, Local and Tribal Law Enforcement Agencies. Retrieve from: https://it.ojp.gov/documents/d/e050919201 Inte1Guide_ web.pdf

Central Intelligence Agency. (2009). A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis. Retrieved from: https://www.cia.gov/library/center-forthe-study-of-intelligence/csi-publications/books-and-monographs/Tradecraft%20Primerapr09.pdf

Heuer, R. J. (1999). Psychology of intelligence analysis. Retrieved from https://www.cia.gov/library /center-for-the-study-of-intelligence/ csi-publications/booksand-monographs/ps ychology-of-intelligence-analysis/PsychoflntelNew.pdf

Peterson, M. (2005). Intelligence-Led Policing: The New Intelligence Architecture. Retrieved
      from: https://www.ncjrs.gov/pdffilesl/bja/210681.pdf

Sinclair, R. S. (1984). Thinking and Writing: Cognitive Science and the Directorate of
      Intelligence. Retrieved from: https://www.cia.gov/library/center-for-the-study-
      ofintelligence/csi-publications/books-and-monographs/Thinking-and-Writing-Feb2010
      web.pdf

M.   **EQUIPMENT:** Flex delivery classroom

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

O.   **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Quizzes
- Papers
- Presentation
- Participation

P.   **DETAILED COURSE OUTLINE:**
- I.   Evolution and Definition of Intelligence
    - A. Intelligence (Law Enforcement, Homeland Security, and National Security)
    - B. U.S. Intelligence Community
    - C. Purposes of Intelligence
- II.   Research
    - A. What is research and the similarities of intelligence and academic research?
    - B. Characteristics of an intelligence researcher
- III.   Types of Inquiry and the Nature of Proof
    - A. Descriptive Research
    - B. Predictive Research
    - C. Law Enforcement Intelligence
- IV.   Critical Thinking
    - A. What is Critical Thinking?
    - B. Induction and Deduction
    - C. Employing Critical Thinking in Intelligence
- V.   Planning the Research Program: Problem Definition
    - A. Intelligence Cycle
    - B. Components of Intelligence
- VI.   Legal Authorities, Civil Rights, and Civil Liberties
    - A. USA Patriot Act
    - B. USA Freedom Act
    - C. State and Federal Statutes and Case Law
- VII.   Foundation of Analysis
    - A. Tools for Thinking
    - B. Critical Thinking for Analysis
- VIII.   Classification
    - A. Classification and coding data
    - B. Analysis of Competing Hypothesis
    - C. Techniques for Research and Analysis
- IX.   Bias in Intelligence Analysis

          A. Cognitive Bias
          B. Bias in perception of cause and effect
          C. Bias in probabilities and estimates
          D. Use of Structured Analytic Techniques
X.   Intelligence Products and Preparing the Report
          A. Intelligence products
          B. Formatting
          C. Bottom Line up Front (BLUF)
XI.   Intelligence Briefing
          A. Categories of intelligence briefings
          B. Elements of Briefing
          C. Intelligence briefing presentation techniques
XII.   Fusion Centers

Q. **LABORATORY OUTLINE: N/A**