

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



**MASTER SYLLABUS**

**COURSE NUMBER – COURSE NAME  
JUST 425 – Intelligene Research and Analysis**

**Created by: N. Wildey**

**Updated by: N. Wildey**

**School of Science, Health, and Criminal Justice**

**Department: Criminal Justice**

**Semester/Year: Fall 2021**

- A. **TITLE:** Intelligence Research and Analysis
- B. **COURSE NUMBER:** JUST 425
- C. **CREDIT HOURS:** (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity)

# Credit Hours: 3  
# Lecture Hours: 3 per week  
# Lab Hours:           per week  
  Other:           per week

Course Length: 15 Weeks

- D. **WRITING INTENSIVE COURSE:** Yes  No
- E. **GER CATEGORY:** None:  Yes: GER  
*If course satisfies more than one:* GER
- F. **SEMESTER(S) OFFERED:** Fall  Spring  Fall & Spring

G. **COURSE DESCRIPTION:**

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. **PRE-REQUISITES:** None  Yes  If yes, list below:

Completion of 45 credit hours or permission of instructor.

**CO-REQUISITES:** None  Yes  If yes, list below:

**I. STUDENT LEARNING OUTCOMES: (see key below)**

By the end of this course, the student will be able to:

| <u>Course Student Learning Outcome</u><br><i>[SLO]</i>  | <u>Program Student Learning Outcome</u><br><i>[PSLO]</i>   | <u>GER</u><br><i>[If Applicable]</i> | <u>ISLO &amp; SUBSETS</u>                      |  |
|---|--|--------------------------------------|--|--|
| a. Examine Academic and Intelligence Research Processes.  | Demonstrate the ability to synthesize, analyze or evaluate homeland security issues and challenges.                              |                                      | 2-Crit Think<br>2-Crit Think<br>ISLO           | CA<br>IA<br>Subsets<br>Subsets           |
| b. Explain the various Structured Analytic Techniques used by the U.S. Intelligence Community.  | Construct and present coherent, objective, and well-reasoned arguments or discussions pertaining to topics on homeland security. |                                      | 1-Comm Skills<br>ISLO<br>ISLO                  | W<br>Subsets<br>Subsets<br>Subsets       |
| c. Demonstrate the analytic and research skills used in the intelligence tradecraft.  | Construct, compose, and deliver professional research, reports, and intelligence briefings                                       |                                      | 5-Ind, Prof, Disc, Know Skills<br>ISLO<br>ISLO | Subsets<br>Subsets<br>Subsets<br>Subsets |
| d. Demonstrate the differences between Diagnostic, Contrarian and Imaginative Thinking Techniques as prescribed by the US Intelligence Community. | Demonstrate the ability to synthesize, analyze or evaluate homeland security issues and challenges.                              |                                      | 2-Crit Think<br>2-Crit Think<br>ISLO           | CA<br>IA<br>Subsets<br>Subsets           |
| e. Identify and mitigate biases and assumptions through the use of Structured Analytic Techniques.  | Demonstrate the ability to synthesize, analyze or evaluate homeland security issues and challenges.                              |                                      | 4-Soc Respons<br>ISLO<br>ISLO                  | ER<br>Subsets<br>Subsets<br>Subsets      |
|   |  |                                      | ISLO<br>ISLO<br>ISLO                           | Subsets<br>Subsets<br>Subsets<br>Subsets |
|   |  |                                      | ISLO<br>ISLO<br>ISLO                           | Subsets<br>Subsets<br>Subsets<br>Subsets |
|   |  |                                      | ISLO<br>ISLO<br>ISLO                           | Subsets<br>Subsets<br>Subsets<br>Subsets |

|  |  |  |                      |  |
|--|--|--|----------------------|--|
|  |  |  | ISLO<br>ISLO<br>ISLO | Subsets<br>Subsets<br>Subsets<br>Subsets |
|  |  |  | ISLO<br>ISLO<br>ISLO | Subsets<br>Subsets<br>Subsets<br>Subsets |

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

\*Include program objectives if applicable. Please consult with Program Coordinator

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

If YES, select one or more of the following categories:

- |   |  |
|---|--|
| <input type="checkbox"/> Classroom/Lab      | <input type="checkbox"/> Civic Engagement              |
| <input type="checkbox"/> Internship         | <input type="checkbox"/> Creative Works/Senior Project |
| <input type="checkbox"/> Clinical Placement | <input checked="" type="checkbox"/> Research           |
| <input type="checkbox"/> Practicum          | <input type="checkbox"/> Entrepreneurship              |
| <input type="checkbox"/> Service Learning   | (program, class, project)                              |
| <input type="checkbox"/> Community Service  |  |

**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-IntelGuide\\_web.pdf](https://it.ojp.gov/documents/d/e050919201-IntelGuide_web.pdf)

Central Intelligence Agency. (2009). A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis. Retrieved from: <https://www.cia.gov/library/center-for-the-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/psychology-of-intelligence-analysis/PsychofIntelNew.pdf>

Peterson, M. (2005). Intelligence-Led Policing: The New Intelligence Architecture. Retrieved from: <https://www.ncjrs.gov/pdffiles1/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-of-intelligence/csi-publications/books-and-monographs/Thinking-and-Writing-Feb2010-web.pdf>

**M. EQUIPMENT: None  Needed:**

**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**

**Q. LABORATORY OUTLINE: None  Yes**